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ABSTRACT

A yearbook development project was designed to provide graduating General Educational Development (GED) program students with special recognition and praise for their educational accomplishments. A student committee was formed to have responsibility for the entire project from design to finished product. The committee undertook the following activities: drafted a letter to recruit participants; contacted students to make arrangements for pictures, autobiographical information, and writing samples to be included with pictures; contacted students and alumni for writings to be included in student and alumni writing sections; organized the yearbook into its final format; and delivered the yearbook for final printing. The student writing section was included to allow graduates to highlight their educational experiences and show prospective students the value of education and permit use of the yearbook as a recruitment vehicle for adult basic education classes. The alumni writing section helped form an important link between graduates and alumni. The 21 GED graduates and 7 brush-up students who participated were enthusiastic about and extremely supportive of the project. The yearbook was recommended as a prototype for other educators to use in developing their own yearbooks. (Appendixes include project correspondence, autobiographical information form, release forms, publicity, and the yearbook. Names, pictures, and written contributions of students and teachers are included.) (YLB)

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ED352542

Final Report

Yearbook: Writing, Recruitment, Recognition

Barbara A. Goss, Project Coordinator

Carol Molek, Adult Education Director

1991-1992

Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
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Acknowledgments

We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Yearbook: Writing, Recruitment, Recognition" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

A special thank you goes to Instructor, Barb Goss for coordinating this project and her student committee whose input was essential to the production of our first "yearbook." Betsy Coyle, photographer for this project, did a great job for us and has continued to expand her volunteer contributions to our program. She is most appreciated.

Our last but not least acknowledgment goes to Secretary, Ginger Shade for her skillful production of this publication and her ever-present pleasant disposition throughout the revision process.

-Carol Molek, Project Director

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Abstract

Title: Yearbook: Writing, Recruitment, Recognition
Director: Carol Molek
Address: TIU Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044 **Phone Number:** (717) 249-4942
Federal Funding: $4950

Duration of Project: From: 7/1/91 **To:** 6/30/92
Number of Months: 12

Objectives:

-To develop a yearbook that features 20-30 graduating GED students and that includes a student writing section to highlight the students' educational experience and that can be used as a prototype by other adult educators.

-To use the yearbook as a vehicle for ABE recruitment.

-To use the yearbook to involve alumni and to form an important link between our old and new alumni.

Description:

"Yearbook: Writing, Recruitment, Recognition" was designed to provide graduating GED students with a special way to show recognition and praise for their educational accomplishments. Since the approach to this project was from an educational standpoint, we included a substantial amount of our students' writings. In addition to student recognition, the yearbook was used as a vehicle for ABE recruitment by providing an incentive for future students to attend ABE classes. If our graduates can show to others the value of education, then the yearbook can be a strong incentive. Finally, the yearbook provided the perfect opportunity to allow our past alumni to show support and encouragement to our new alumni. This project provided an important link between old and new alumni.

Target Audience:

Our target audience included our GED graduates, our alumni, our future ABE students, and all educators across the state who may want to enhance their own ABE programs by using the yearbook as a prototype for their own graduates.

Products:

-A yearbook that includes a student writing section to recognize our graduates' educational accomplishments and an alumni writing section included to help form an important link between our graduates (new alumni) and our old alumni.

-A final report describing the success of the project.

Method of Evaluation:

Measurement of evaluation was based on the completion of

-A yearbook that includes a student writing section and an alumni writing section that can be used as a prototype by other educators.

-The use of the yearbook as a vehicle for ABE recruitment.

-The involvement of our old alumni to form an important link with our new alumni.

Yearbook: Writing, Recruitment, Recognition
Introduction

In an effort to provide our graduating General Educational Development students with a special way to showcase their accomplishments and achievements and in an effort to have an effective way to recruit future ABE students, we decided to produce a yearbook. Based on the belief that our students should receive some type of special recognition for their commitment to setting goals and achieving them, we wanted to use the yearbook as a means of providing our graduates with a remembrance of their accomplishments. Through the yearbook, our graduates had the opportunity to reflect upon their positive educational experiences whenever they wished. The yearbook provided a means for our graduates to keep in touch with each other after classes were over. The bonds of friendship that are formed during the classes are often very deep. The yearbook provided our graduates with necessary information about each other to keep that personal contact ongoing.

In addition to providing our graduates with a means of recognition of their accomplishments, we saw the yearbook as a strong vehicle for Adult Basic Education recruitment. We knew that if our graduating students could show to others through the yearbook the value of education, then the yearbook would provide an incentive and make a favorable impression for attending ABE classes.

Since we approached this project from the standpoint of recognizing our graduates' educational accomplishments, we

included a substantial amount of writing in the yearbook. We included standard information such as picture, name, address, phone number, and future goals/ambitions. We also featured our students' writing. With each student's picture and autobiographical information, we featured a brief writing by each student in which he/she described: 1) why he/she came to ABE classes (what was the motivation), 2) how being a part of the educational experience hoped to change the direction of his/her life and, 3) what specific goals were in his/her future.

In addition, we incorporated into the yearbook two special writing sections: one section featured students' writings and a second section featured writings from our alumni. The writing from our students included exceptional journal entries or entries that they chose to share because of particularly relevant content. We encouraged our students to write something of special significance just for the yearbook. By including an alumni writing section, we believed an important link formed between our graduates and our alumni. This provided the perfect opportunity to allow our old alumni to show support and encouragement to our new alumni.

Through this yearbook project, we provided our graduating GED students with recognition and praise for their educational accomplishments, used the information contained in the yearbook as an incentive for future ABE students, and provided an important link between old and new alumni. In doing this project, we showed the yearbook concept as a prototype for other adult educators to consider and use as a way of recognition for their graduating GED students. The impact of this entire project was fourfold: 1) for our

graduating GED students recognition and praise for their educational achievements plus increased self-esteem; 2) for our alumni, an opportunity to work with and to encourage and support new graduates in their future endeavors both personally and educationally and an additional opportunity to showcase their writing talents; 3) for future ABE students, a chance to have an advanced look at a special form of recognition for attaining a goal; 4) for adult educators, a prototype for developing their own recognition for their graduating GED students. In addition, it is our hope that this project will be an inspiration to others and that interest and enthusiasm for developing a yearbook for graduating GED students will become an integral part of other adult centers statewide.

Throughout the 1990-91 year, interested GED students have been involved with this project. The time frame for the yearbook project was as follows:

July - November '91 - Organization of student committee to establish the general design of the yearbook, to decide exactly what material should be included, and to establish regular meeting times with the writing instructor.

December '91 - May '92 - Gathering and compiling all necessary information; organizing the material into the final format; printing of the yearbook.

June '92 - Distribution of the yearbook coordinated with our GED graduation.

May - June '92 - Final report.

The project director was Carol Molek. Ms. Molek directs programs at the TIU Adult Education and Job Training Center. Ms. Molek has over eight years experience coordinating adult programs for the Intermediate Unit and developing curriculum. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, recruited program participants and reported to and communicated with the Department. The project coordinator was instructor, Barbara A. Goss. Ms. Goss has been an ABE instructor for 7 years. She has worked on several 310/353 projects that have received statewide recognition. Ms. Goss's responsibilities included forming the student committee, directing the student committee's activities, and overseeing all aspects of the work on this project. Other personnel who contributed to this project and without whom this project would not have been a success included the student committee. They were enthusiastic and very involved in this entire project from the very beginning. They believed strongly in the philosophy behind the yearbook and were more than positive about the expected results. It was a pleasure to work with students who were perfect examples of what this yearbook project was all about.

The audiences for whom this report would be especially beneficial would include, first of all, adult educators across the state who want to enhance their own ABE programs and who may use the yearbook as a prototype; and secondly, GED graduates, alumni, and future ABE students everywhere who may appreciate the recognition of the yearbook and may want to eventually participate in a similar project. As a result of planning and producing this

yearbook, it is our hope that the yearbook will serve as a prototype and that adult educators will use the yearbook as a means of recognition for their own students.

Permanent copies of this report can be obtained from:

Division of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Yearbook: Writing, Recruitment, Recognition" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to 9 school districts and 3 area vocational technical schools in Fulton, Huntingdon, Juniata, and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/321 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and thirty 310/353 special projects.

"Yearbook: Writing, Recruitment, Recognition" was based at the TIU Adult Education and Job Training Center at the

Juniata-Mifflin Area Vocational Technical School in Lewistown Mifflin County. The Adult Center is the home of a wide variety of adult educational programs meeting the needs of adults in Juniata and Mifflin Counties. February '92 marked the Adult Center's 8th year of successful operation.

Statement of Problem

The yearbook project was designed to provide our graduating GED students with recognition and praise for their educational accomplishments. The project was also designed to provide an important link between old and new alumni and to provide information for future ABE students. We intended to show the yearbook concept as a prototype for other adult educators to consider and to use as a way of recognition for their graduating GED students. This project served GED graduates, alumni, future ABE students, and adult educators in the following important ways: 1) graduating GED students received recognition and praise for their educational achievements and increased self-esteem as a result of their recognized accomplishments, 2) our alumni received an opportunity to work with, to support, and to encourage our new graduates in their educational endeavors plus the opportunity to showcase their writing talents; 3) future ABE students received an advanced look at a very special recognition for attaining a goal; 4) adult educators received a prototype for developing their own recognition for their graduating GED students. It is anticipated that the impact of this project will create enthusiasm and inspiration for developing a yearbook for graduating GED students statewide.

Goals and Objectives

The following goals and objectives were developed to provide a direction and a focus for this project:

-to develop a yearbook that features 20-30 graduating GED students and that includes a student writing section to highlight the students' educational experience and that can be used as a prototype by other adult educators

-to use the yearbook as a vehicle for ABE recruitment

-to use the yearbook to involve our alumni and to form an important link between our old and new alumni

Procedures Employed

The yearbook project began through a general notification of the project to the ABE/GED classes that were in session in early December. Writing instructor/yearbook project coordinator Barbara Goss put together a "Dear Student letter" to announce the project and provide some basic information about the yearbook. The purpose of this first step was to form a student committee that would be responsible for the entire project from design to finished product. The student committee's role was crucial to the success of the yearbook. Even though there were some guidelines for the content of the yearbook outlined in the proposal, the committee was given the liberty to add to or to change the design of the yearbook to accommodate their suggestions and their ideas. The yearbook was intended to be a direct reflection of the students' feelings and attitudes toward their educational experiences.

Once the student committee was formed, their initial task was to organize the project. Their first several meetings involved deciding on the general design of the yearbook and establishing a specific direction in which to proceed. During these first meetings, decisions were made as to the exact content of the material to be included in the yearbook.

The sections of the yearbook were as follows: (1) Tuscarora Intermediate Unit Mission Statement; (2) Acknowledgments; (3) a complete listing of the Adult Education and Job Training Center Staff; (4) GED instructors (that included pictures, names, positions, and writings expressing instructors' feelings about working in adult education); (5) Adult Education and Job Training

Center GED class of 1992 (that included our 1992 Student of the Year and for each graduate a picture, name, address, phone number, future goals and ambitions, and a writing related to the importance of attaining the GED and how that helped to improve the quality of life; (6) Brush-up students (that included for each Brush-up student a picture, name, address, phone number, future goals and ambitions, and a writing related to the purpose for attending brush-up classes and how this helped to direct future career choices; (7) Student writings (that included journal entries of the student's choice or special writings done expressly for the yearbook); (8) GED Alumni Success Stories (that included success stories from our GED alumni). The inside back cover was used for the following information: Title of project; listing of project director, and project coordinator, student committee and other persons involved in this project; Adult Education and Job Training Center name and address; the PDE disclaimer, and notification of where additional copies of the yearbook could be obtained.

As the committee began its actual work on the yearbook, their responsibilities included drafting a letter to recruit participants to take part in the project. The letter was given/sent to current GED students, recent GED graduates, brush-up students, and alumni. The letter detailed the entire project and recipients were asked to return a postcard indicating their desire to participate. Once the postcards were returned, the project was well underway.

As the committee continued its work, other responsibilities included contacting students to make arrangements for pictures, autobiographical information and writing samples to be included

with their pictures; contacting students and alumni for writings to be included in the student and alumni writing sections; meeting with the project coordinator to make certain that work was up-to-date at all times and that deadlines were met; and troubleshooting any problems or complications that developed during the project.

When the committee had gathered all necessary information and the pictures for the yearbook were taken and developed, the final task included organization of the yearbook into its final format and the printing of the yearbook. The committee met one last time to arrange the pages exactly as they would appear in the yearbook, to proofread the copy one more time, and to make absolutely certain the yearbook was ready for the printer. Once the meeting concluded, the yearbook was delivered to a local printer for printing.

Distribution of the yearbook was coordinated with our June 1992 graduation/awards ceremony. The yearbooks were first given to our graduates, our brush-up students, and our alumni who participated in this project. Copies were then made available to any other individuals who wanted them.

Results

Objective #1

-to develop a yearbook that will feature 20-30 graduating GED students and that includes a student writing section to highlight the students' educational experiences. This yearbook can then be used as a prototype by other adult educators.

This objective was very successfully met. We were pleased to have 21 GED graduates participate in our yearbook. In addition to the 21 GED graduates, 7 brush-up students were included in the yearbook in a section of their own. Each GED graduate and each brush-up student had his or her own individual page. On those pages, along with a picture and other information, each student wrote a composition of approximately 200 words highlighting his/her educational experiences. Their writing focused on these 3 aspects: 1) why coming to classes was important; (2) how this educational experience helped to focus and/or to change the direction of life; (3) what goals were reached because of educational experience or what future goals were still to be reached.

Every student who participated in the yearbook was enthusiastic about and extremely supportive of this project. They strongly believed in the philosophy behind the yearbook and were proud to be a part of the first adult education yearbook. Because of our students' willingness to share their stories and their successes, every adult educator now has a prototype for developing a similar recognition for his/her own GED graduates.

Objective #2

-to use the yearbook as a vehicle for ABE recruitment

This objective was accomplished by distributing our yearbooks in conjunction with our June 1992 graduation/awards ceremony. By making the yearbooks available at this time, we were able to show any future ABE student the results of working toward and attaining a goal. By reading the writing selections, any future ABE student would be encouraged and inspired to attend ABE classes and have those very same positive educational experiences and successes. This objective will most likely be fulfilled over and over again as our yearbook is seen by many others in the future.

Objective #3

-to use the yearbook to involve our alumni and to form an important link between our old and new alumni.

This objective was a small but important success. Unfortunately, we did not have as many alumni participate in the yearbook project as we would have liked; however, those alumni who did take part in this project found it to be a growth experience. By working on the yearbook with new GED graduates and current students, our alumni found this to be the perfect opportunity to show support and encouragement and to share, firsthand, their educational and life experiences. It was a perfect working environment. Everyone gained something, and everyone came away from this experience with a deep sense of pride and accomplishment. This experience was a great lesson in remembering that successes

are attainable and can be achieved even with small numbers. The link - the bond - between our old and new alumni was definitely formed.

Evaluation

Evaluation of the yearbook project was a continual process. Measurement of success was based on completion of:

(a) a yearbook for our graduating students that featured 20-30 graduating GED students and that includes a student writing section and that can be used as a prototype by other adult educators.

The yearbook was successfully completed in its entirety. The yearbook featured 21 graduating GED students. Each GED graduate had an individual page which included a composition of approximately 200 words that highlighted each student's education experience. Our yearbook can be used by others adult educators as a prototype for developing a similar recognition for their own GED graduates.

(b) the use of the yearbook as a vehicle for ABE recruitment.

The yearbook was distributed in conjunction with our June 1992 graduation/awards ceremony. The yearbooks were available to show future ABE students the successes of our graduates and to encourage and to inspire them to take that first step toward attaining the GED. Measurement of success of this evaluation will most likely continue into the future as our yearbook perpetuates itself.

(c) the involvement of our old alumni to form an important link with our new alumni.

The yearbook committee was comprised of new GED graduates, current students, and alumni. The alumni were involveed with the entire project from the start to the finished product. The alumni

supported and encouraged the entire committee but especially those students who had yet to take their GED test. That important link was definitely noticeable throughout the entire project.

Dissemination

This project will be available for dissemination through:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions should be directed to:

Barbara Goss, Instructor
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
(717) 248-4942

Conclusions/Recommendations

Our "Yearbook: Writing, Recruitment, Recognition" project provided a special recognition for our GED graduates that was long overdue. Every aspect of this project was a success, and it was a true "labor of love" for every person who was involved. As the idea was first presented, our students warmly embraced the opportunity to be a part of a brand new project that was one-of-a-kind - a first adult education yearbook. They were proud to share their successes and to stand as role models for others who might follow in their footsteps. For the most part, the project moved along smoothly with only a minor set-back when the pictures had to be re-taken. Since our students are used to dealing with overcoming obstacles, re-taking the pictures seemed a small hurdle to conquer. The committee worked together as a cohesive unit easily dealing with differences of opinion in a fair and open minded way. When the committee members first came together, they were 6 individuals who subsequently grew together and ended their tenure on this project as close friends.

Our recommendations would certainly include an enthusiastic suggestion that adult educators statewide take a close look at our yearbook and think about developing a similar recognition for their own graduates. The entire yearbook concept can be easily adapted to any adult education program no matter how big or how small that program may be. This project was worth every moment spent in putting it together, and adult educators everywhere will truly sense the pride and the accomplishment of their students.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

December 18, 1991

Dear Students,

We have a brand new project at the Adult Center this year: Yearbook: Writing, Recruitment, Recognition. The goal of this project is to produce a yearbook. We have talked about producing a yearbook for several years and finally got the funding and the approval to proceed.

The first phase of this project involves formation of a student committee. The student committee will be responsible for organizing the project and for establishing a specific design (which includes the lay-out) for the yearbook. The committee will meet on a regular basis to insure that all work is progressing on schedule and that all deadlines are met.

I would like to have our first student committee meeting sometime during the week of January 13, 1992. This should be an exciting project as well as an interesting learning experience for all of us. Please let me know as soon as we return from Christmas vacation if you are interested in participating in the student committee. I sincerely believe that with everyone's effort and enthusiasm, we can produce an excellent yearbook that our graduating GED students can be proud of and that they will have forever as a special keepsake.

Thanks for your interest!

Sincerely,

Barb!

Barb Goss
Yearbook Project Coordinator

BG:gs

Juniata-Mifflin Vo-Tech School 1020 BelleVernon Avenue Lewistown, PA 17044
(717) 248-4942 (717) 242-1423 (717) 248-8610 FAX
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Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

March 3, 1992

Dear GED Students, Recent GED Graduates, Brush-up Students and Alumni:

We - a small committee of GED students and alumni, together with our English instructor, Barb Goss - are working on a special project. We are excited about this project! We hope that you will share our enthusiasm and help us through your participation.

This project is called Yearbook: Writing, Recruitment, Recognition. We wanted a special way for your, our students and alumni, to showcase your accomplishments and achievements, so we decided an excellent, effective way to do that would be to produce a yearbook. We wanted you to have a special remembrance of your educational experience at the Adult Education Center.

We would like to include the "standard" yearbook information: picture, name, address, phone number, future goals/ambitions. We would also like to include a special writing section for students and a special writing section for alumni. Other sections we have decided to include are an instructional staff section, a brush-up student section, and an information section about all the programs offered at the Adult Education and Job Training Center.

In doing this project, we had several goals in mind: a) for you, our students - an opportunity to recognize your educational achievements. You should be proud of what you have accomplished! b) for you, our alumni - an opportunity to support our students and recent graduates and to showcase your writing talents; c) for our future students - a chance to have an advanced look at a special form of recognition for attaining a goal; d) for adult educators statewide - a prototype for developing a similar recognition for their own GED graduates.

The yearbook project is well underway and plans are developing nicely. Now, all we need is you! Enclosed is a postcard. We ask that you give this some thought and consideration and then check yes on the postcard and return it to us ASAP! The next step, then, is the "photo" session. We have already scheduled a day and time for pictures: Friday, March 20, 1992. There are 2 times: 9:00 - 10:00 A.M. and 11:00 - 12:00 P.M. Once we have your "yes," we will be in touch with further details.

This yearbook is a wonderful project! We need and want everyone's participation! This is your opportunity to shine! And why shouldn't you! Be proud of what you have accomplished!!

Sincerely,

Barb!

Barb Goss
Yearbook Project
Coordinator

P.S. Please return that postcard ASAP.
Check yes!

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

March 25, 1992

Dear

Thank you so much for saying Yes! Your participation in our yearbook project will make our alumni writing section a very special part of our yearbook. Our alumni response was not quite so great as we would have liked; however, we did get enough responses that the alumni writing section will have excellent quality!

What we would appreciate from you at this point is submission of your writing. We're interested in at least one piece of writing from each of you but would love to have and will take whatever you are willing to submit. The writing that we would most like to have concerns your educational experience here at the Adult Center. Your writing should focus on these three (3) aspects: 1) Why you came to class (what was your motivation to do so); 2) how this educational experience helped to change the direction of your life; 3) what goals did your educational experience help you to reach or what future goals are still to be reached. Your writing will complement the writing our current graduates will be doing.

We would appreciate it if you would please see that we have your writing no later than Friday, April 10, 1992 (before if possible!). You can mail it to me, or you may drop it off at the Adult Center. Either way, please make certain that you sign the enclosed writing release form. We really need to have that on file before we can use your writing in the yearbook.

Thanks, again, for your willingness to help with this project. I have been wanting to do a yearbook for several years. I was so pleased when I got the O.K. from Carol to write the proposal for the yearbook and then got the funding to do it. I am certain you will be pleased with the final product. I will look forward with much pleasure to receiving your writing for the yearbook.

With warmest regards,

Barb

Barb Goss
Yearbook Project Coordinator

Juniata-Mifflin Vo-Tech School (717) 248-4942 | 1020 BelleVernon Avenue (717) 242-1423 | Lewistown, PA 17044 (717) 248-8610 FAX

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Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

Yearbook: Writing, Recruitment, Recognition

NAME: _____

ADDRESS: _____

_____

PHONE NO.: _____

FUTURE GOALS/AMBITIONS:

_____

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Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

Yearbook: Writing, Recruitment, Recognition

I _____ hereby give permission for my picture, autobiographical information, and writing to be used in the 353 Special Project Yearbook: Writing, Recruitment, Recognition sponsored by the Adult Education and Job Training Center. I understand that the above information will be used only for the purpose of this yearbook project which is designed to promote recognition for our graduates and alumni and to promote all our programs at the Adult Education and Job Training Center.

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Awards Ceremony June 25

Yearbook Will Spotlight TIU Center's Graduates

By Elizabeth Coyle

"Always be the same sweet person you are now."

"Remember all the good times we shared in class."

"I'll always remember the time . . ."

This prose is often found etched in the yearbook of many graduates each year. They punctuate the past months or years of schooling with sometimes sad, sometimes joyous (sometimes silly) sentiment on the inside pages of each other's yearbooks.

This year, for the first time, those who graduate from the Tuscarora Intermediate Unit Adult Education and Job Training Center's GED (general educational development) program will have the chance to write in each other's yearbooks. The center will distribute a 70-plus page yearbook for the GED and Brush-up graduates for the 1991-92 year. (The graduation includes those who have obtained their GED from July 1, 1991 to those who passed tests conducted last week.)

It is the first time that an adult education program in Pennsylvania has published a book which gives its graduates recognition. The yearbook project, led by coordinator Barb Goss, will feature photos and autobiographical descriptions of what adult education means to the GED graduates, GED instructors and Brush-up students. (Brush-up students are those who have a high school diploma or GED certificate. Most of these attend classes at the adult ed center to gain further schooling or training or to "test the waters" of re-entering academic courses at a business or trade school, college or university.) Each GED graduate and Brush-up student will receive a complimentary copy of the yearbook.

The funding for the yearbook comes from a 353 special projects grant fund from the state Department of Education (DOE). Goss, GED coordinator who has been the center for seven years, first suggested the idea for a yearbook four years ago. When the idea resurfaced again last year during a "brainstorming session" among AEJTC grant proposal writers, the idea was given the stamp of approval.

"It was very warmly and very enthusiastically received and I got the go-ahead (from Adult Education Coordinator Carol Molek) to put my ideas together to write the pre-application." Pre-applications for proposals, Goss explained, are in a very competitive stage. But the proposal was adopted and the full proposal was written.

Goss' main goal is to shine some light on these adult students. "I like the idea of doing a yearbook because I felt that our students deserve some kind of recognition," said Goss.

The yearbook is divided into five sections. The first section lists the entire staff of the AEJTC staff, followed by a section for GED instructors and the instructional aide (P.J. Hartman). This section will include photographs and a few paragraphs from the instructors. The third section is of the GED graduates and their small stories.

The graduates and brush-ups wrote about how they felt about attending classes, about how it helped them change the direction of their lives and how it helped to focus where they are going or the decisions they will make and then what specific goals they had; how they were going to use what they learned here.

> **"I like the idea of doing a yearbook because I felt that our students deserve some kind of recognition."**
> **— Barb Goss**

A fourth section is for more student writings and a fifth section is for alumni writings.

Goss stresses that these students, some who have been out of school for 10, 20 years, some maybe even longer, deserve a lot of credit. GED instructors, like Anastasia Riden of the local adult ed program, say they see a unique sense of accomplishment in these students that is different from any other.

"They come in thinking they can't do this and then seeing the result when success occurs at the end is fantastic," offered Riden, who joined the staff of the ADEJTC last September. "To just see the change in the people when they realize that, yes they have done it, and they've succeeded it's just like a bulb goes off in them."

Unlike yearbooks for students at a public high school, the cost of this yearbook is in the funding.

"It was a major undertaking," Goss agreed. "It was a lot of work but there are a lot of people who will have a lot of pride, a lot of satisfaction out of the project and that was worth every minute of time that was put into the book." Goss, P.J. Hartman, Alvin Wagner, Gilbert Hoover, Roberta Ross and Sandra Miller were chosen for the student committee that put the yearbook together.

Goss and the adult ed center would like the yearbook to be an annual project but special projects are only funded for one year. It will be up to the DOE to determine if this project is worthwhile.

After reading what the students had to say in the autobiographies, Goos thinks it is.

"I guess the thing that stands is the positive things that the students had to say about their educational experiences here. That even those that found school, their previous educational experiences to be unproductive and very negative, really found this to be positive and uplifting," she added.

GED, Brush-up students and other participants in the AEJTC's many programs will be honored during a ceremony at the Juniata-Mifflin Areas Vocational-Technical School on Thursday, June 25 at 7 p.m.

After the ceremony, it's likely you'll see a student or two writing something sweet, sad (or corny) on the inside cover of a friend's yearbook.

READY FOR GRADUATION — The Tuscarora Intermediate Unit's Adult Education and Job Training Center will hand out GED certificates as part of the annual awards ceremony on Thursday, June 25 at the Juniata-Mifflin Areas Vo-Tech School at 7 p.m. (Seated, l-r) Randy Varner and Anastasia Riden; and standing, Barb Goss, P.J. Hartman and Kelly Barron, help to prepare the students for the GED tests. (Photo by Elizabeth Coyle)

The Tuscarora Intermediate Unit 11 is an equal opportunity educational service agency and will not discriminate on the basis of race, color, national origin, ancestry, sex, handicap, age or religion in its activities, educational and vocational programs or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact Jacqueline Vocke, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, RR 1, Box 70A, McVeytown, PA 17051, Phones: 814-542-2501 or 717-899-7143.

MOTIVATION
COMMITMENT
ACHIEVEMENT
SUCCESS
GRADUATION

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GRADUATION

Adult Education and Job Training Center

1992

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TUSCARORA INTERMEDIATE UNIT MISSION STATEMENT

The mission of the Tuscarora Intermediate Unit is to provide educational, vocational and life skills services for the development of youth and adults. As a service agency, Tuscarora Intermediate Unit will engage in cooperative ventures with educators and the community at large to provide these services with a commitment to excellence.

Goals

The goals for the Tuscarora Intermediate Unit are:

1. To provide leadership for research, development and implementation of the activities necessary to accomplish our mission.

2. To consistently improve the process of assessing needs, designing innovative programs, providing effective and efficient services and evaluating results.

3. To continue to maintain fiscal responsibility and accountability.

4. To continue as a resource for the advancement of educational technology.

The Tuscarora Intermediate Unit 11 is an equal rights and opportunity educational service agency and will not discriminate on the basis of race, color, national origin, ancestry, sex, handicap, age or religion in its activities, educational and vocational programs or employment practices as required by Title VI of the Civil Rights Act of 1964, Title VI of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact Jacqueline Vocke, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, RR 1, Box 70A, McVeytown, PA 17051-9717, Phones: 814-542-2501 or 717-899-7143.

Acknowledgments

We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Yearbook: Writing, Recruitment, Recognition" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

A special thank you goes to Instructor, Barb Goss for coordinating this project and her student committee whose input was essential to the production of our first "yearbook." Betsy Coyle, photographer for this project, did a great job for us and has continued to expand her volunteer contributions to our program. She is most appreciated.

Our last but not least acknowledgment goes to Secretary, Ginger Shade for her skillful production of this publication and her ever-present pleasant disposition throughout the revision process.

-Carol Molek, Project Director

Adult Education and Job Training Center Staff:

Carol Molek, Adult Education Director
Adele Craig, Employment/Training Director
Kelly Barron, Instructor
Esther Bratton, Instructor
Mary A. Brockett, Instructor
Robert Bubb, Project Coordinator/JTPA Youth Crew
Debra Everly, Assessment Interviewer
Suzanne Fisher, Project Facilitator, Single Parent/ Homemaker Program
Barbara A. Goss, Instructor/Tutor Coordinator
Helen Guisler, Counselor
Deborah Harpster, Youth Employment Counselor
Penelope Hartman, Instructional Assistant
Susan Kauffman, Youth Job Coach
Sandra Kibe, Assessment Clerk
Kathleen Litzinger, Training Coordinator
Betsy Long, Instructor
Sylvan Norris, Receptionist/Secretary
Leslie Pitzer, Job Developer
Jacqueline Pollock, Computer Resource Specialist/Instructor
Anastasia Riden, Instructor
Ginger Shade, Secretary/Aide
Myrna Thies, Secretary
Randy Varner, Instructor
Amy Whitesel, STEP Remediation Teacher
Penny Willard, SPOC Instructor for Special Needs Program
Barbara Woodruff, Special Project Facilitator
Thomas Hummel, Van Driver
Robert Snook, Van Driver
Joan Ort, Van Driver

GED INSTRUCTORS

Kelly Barron
Mary A. Brockett
Barbara A. Goss
Anastasia Riden
Randy Varner
Penelope Hartman
(Instructional Assistant)

Name: *Kelly Barron*
Position: *GED Instructor*
Life Skills Instructor

My name is Kelly Barron. I came to the Adult Education and Job Training Center in November of 1991 as an instructor of GED reading and Life Skills. I graduated from Penn State with a degree in Broadcast Journalism in 1984. Since then, I have mostly worked in radio. One year I really enjoyed being coordinator of the Child Assault Prevention Project with the Abuse Network. The program teaches elementary school children how to avoid assault and tells them where they may be able to get help if they need it.

Some of the adult students here are very familiar with the work of the Abuse Network. They have left or are preparing to leave abusive situations. Adult Education often gives them more options. Regardless of their background, most people come to the Adult Center because they want to change, to improve their lives, or to look for new possibilities. Come to think of it, I guess that's why I came here, too.

It is really nice to work around people who have so much courage and perseverance. I know that it is not easy to make big changes in your life. Sometimes it's a gradual process. I have been especially impressed by some people who did not pass the GED the first time but were determined enough to come right back to class. And then they passed!

In Life Skills classes we work with a lot of single parents. They are learning about budgeting, self-esteem, parenting, computers and lots more. We have enjoyed field trips to the State Capitol, County Courthouse, Lewistown Hospital and other places.

I can easily say that I have learned more than I've taught since coming to the Adult Education and Job Training Center.

Name: *Mary A. Brockett*
Position: *GED Instructor*

Hello! I teach math in the GED program one morning a week. I started teaching here seven years ago and have seen a tremendous expansion in our programs at the Adult Center. My husband, John, and I have eight children and ten grandchildren. Our youngest child, Mark, will be fourteen in July. We live on a small farm west of Lewistown.

I was a college dropout who went back to school on a part time basis while we had five children at home and two in college. I know how difficult it is to juggle your responsibilities at home while you study. I also know the feeling of accomplishment when you reach your goal. I received my B.S. from Penn State in Math Education in 1976.

One of the joys of working with adults in the GED Program is their determination. What more could a teacher ask for than a student who is anxious to learn? It takes some students longer than others to graduate, but that really isn't important. In my seven years of teaching adults, I've seen students of all ages (from 17 to 70 and beyond) complete the course. Even before they graduate, I see changes in our students as they realize their potential and start to feel good about themselves and their accomplishments.

Everyone who is willing to apply herself/himself completes our course and graduates. When you do, we share the exhilaration and joy with you. That is our greatest reward!

Name: *Barbara A. Goss*
Position: *GED Instructor*
Tutor Coordinator
Home Study Coordinator
Yearbook Project Coordinator

As a supporter of adult education, I was privileged to be asked to join the staff of the Adult Center as an instructor of English and reading. My background is rather typical of anyone preparing for a teaching career. I attended Bloomsburg State College and graduated in 1972 with a B.S. degree with a double major - Communications (English) and Public Speech. My plans were simple: I expected to get a teaching job and to begin studying as soon as possible for my Master's degree. However, every adult student at our Center knows how life altering situations can change one's immediate plans.

As all my students are aware, one opportunity can completely change circumstances drastically. That opportunity happens for our students when they take that first step and enroll in GED classes. That opportunity happened for me when I took that first step and became a part of the GED classes as an instructor.

This teaching experience has been some of the most rewarding work I have ever done. For both student and instructor, the feelings of satisfaction and personal growth are tremendous; the bonds of friendship are unequaled; warm feelings of consideration, compassion, and understanding abound.

I have been involved with the GED Program for 7 years; and even though teaching GED is and will always remain my first love, my responsibilities have expanded to include tutor coordinator and homestudy coordinator.

Both students and instructors have goals that we constantly strive to reach. Our students' goals are met when the GED diploma is attained, and they venture on to other programs at the Adult Center or to personal life experiences. And what about the instructor's goals? Mine continue to be met with each person who touches my life. That's what is so perfect about this job. I still have the dream of continuing my own education and attaining my Master's degree. Like our GED students, I will always strive to improve myself. Common bonds between student and instructor make this learning-teaching atmosphere just about perfect!

Name: *Anastasia Riden*
Position: *GED Instructor*
Job Search Instructor
Non-Traditional Occupations Facilitator

Hi! Welcome to the Adult Center. I hope you'll be as pleased to be here as we are to have you here!

I graduated from Penn State with a Bachelor of Science degree from the College of Human Development with certification to teach in Secondary Education. I've been in the teaching profession for many years and enjoy the students and the individual personality traits that each possess.

I teach ABE/GED classes in math and in English. I conduct a workshop type class called Job Search. In these classes, I help students from Mifflin, Juniata and Perry Counties identify the best techniques for finding jobs in today's job market. This past school year, I also went to every 8th grade class in Mifflin County Schools to make students aware of Non-Traditional Jobs, teaching them to explore all their options and to consider all possibilities when making career plans for their futures. This summer I will be involved with a summer youth program called Life Skills and Opportunities. My duties will be those of an instructor to 14-16 year olds.

I'm really looking forward to summer and to new classes in the fall.

Name: *Randy Varner*
Position: *GED Instructor*
STEP Practical Academics Instructor

My name is Randy Varner and I am an instructor here at the Adult Center. I graduated from Penn State in 1990 with a degree in Secondary Education - Social Studies. After graduating, I was planning on substituting in area schools with the hope of landing full-time employment. However sitting around the house all day was driving me (as well as my family) crazy. Fortunately, my supervisor from a summer program I had worked in called and alerted me to an opening here at the Adult Center. I interviewed for the position and was eventually hired as an instructor. My feelings were mixed; I was thrilled to have a job, but I was worried about how my students (many of whom would be older than me) would receive me. I decided to just try my best and started here on Valentine's Day 1991. Kind of poetic, isn't it?

Over the course of the past year and one-half I have grown professionally, had many rewarding experiences, and most importantly met many new friends. The closeness that develops in adult classes here is very special. Everyone pulls for everyone else, and one person's success is another's. That team work is what makes teaching here at the Center so much fun. There are some bad days - but they are far outnumbered by the good. Seeing the smile on a GED graduate's face while grasping his or her diploma in June, knowing that I had a small part in it, is an experience I can't describe. It is said that teachers get just as much from their students as their students get from them. This is certainly true in my case. I am thankful that I have a job that allows me to come into contact with so many wonderful people.

Name: *Penelope Hartman*
Position: *Instructional Assistant*

Hi, my name is Penelope J. Hartman, better known as "P.J." I started working at the Adult Center in September 1990 as a substitute van driver. In December I was hired to do the attendance for the various government programs. The following September I moved to the Center where I am the Receptionist for the instructors and am responsible for the weekly van schedule.

At home I answer to "Mom" when called by Gretchen Shana, age 14, and Barrett Micah, age 12. I am active in the Parent Advisory Committee at Lewistown Middle School the Vira 4-H Club.

The part of my job that I really enjoy is getting to see the students succeed and how it changes them. We are able to make lasting friendships which is a plus on any job!

ADULT EDUCATION AND JOB TRAINING CENTER

-GED CLASS OF 1992-

Judith Allen
Scott Barker
Jerry Berry
Paul Burdge
Matthew Cherry
Michele Davis
Linda Decker
Kimberly Edwards
Donna Eversole
Elsie Folk
Yvonne Frampton
Christina Frock
Robert Fye, Jr.
Betty J. Gill
Brian Greenly
Michael Haynes
Gralen Hobble
Gilbert Hoover
Lisa Kearns
Joshua Keiser
Catherine Kilmer
Wayne Kratzer
Tricia Leister
Douglas A. Logan
Anne M. Lyter
Carol Mackneer
Benjamin Maclay
Judith Melius
Theresa Miller
Roberta Ross
Anna Royer
Christie Searer
Tammy Shehan
Bonnie Swartz
Lorri Taylor
Alvin Wagner
Yvonne M. Wagner
Cindy R. Walker
Ranae L. Walters
Brenda Wileman
Tammy Yetter

ADULT EDUCATION AND JOB TRAINING CENTER
1992 GED STUDENT OF THE YEAR

-ANNE LYTER-

Anne Lyter dropped out of high school four months prior to her high school graduation! Anne had devoted 11 years of her life to achieving the goal of graduating from high school only to be faced with the reality of the fact that that was not going to happen for her. From the beginning of her 9th grade year until she officially withdrew in February 1973, Anne's high school career consisted of a combination of time in school and home bound instruction. Stricken with rheumatoid arthritis, Anne attended school as long as she was able to function. When the arthritis became debilitating and Anne was no longer able to succcessfully function in school, home bound studies were approved. Anne found this arrangement accommodating to her needs, and she was experiencing academic success getting mostly B's and C's in all her courses.

Then a trip to a local drug store dramatically changed her life. On that trip to the drug store, someone saw Anne going into the store and assumed that if Anne was well enough to go to the drug store, she was well enough to be in school. At this point, Anne was notified that her home bound instruction was terminated, and that she was required to return to school whether or not she was physically able to do so. One by one, barriers began to get in Anne's way, barriers that thwarted her graduation from high school and gave new meaning to the word failure.

Anne returned to school and found the experience devastating. Physical problems coupled with the lack of understanding for her situation and the lack of help forced Anne to consider quitting school. The entire situation was so overwhelming that Anne found it difficult to cope . She seriously felt she had no alternative other than to drop out of school.

To add to Anne's dilemma, in 1973 she met and subsequently married a man whom she had only known for a very brief period of time. Continuing to try to attend school and deal with her new marriage, Anne became faced with an additional problem: within one week of her marriage, she became a battered wife. Dealing with multiple barriers, Anne finally had to make the ultimate decision to drop out of high school within four months of her graduation. Anne's grades, as well as her self-esteem, began to rapidly deteriorate to the point where she simply could not finish school.

At this point in her life, Anne decided she would at least try to finish beauty school. Anne had taken courses during summer vacations from school. Like so many battered wives, Anne tried desperately to hang on to some semblance of normal life. The battering got worse and Anne's health began to deteriorate quickly. After a short stay in the hospital that included counseling, Anne was faced with another major decision: return home to the battering or leave and attempt to pull her life together. Anne chose to leave and returned to live with her mother. She knew she had to take this step. It took courage, but Anne realized that she now had a chance to put her life in order and move on.

In February 1974, Anne decided to return to beauty school, and she completed her course of study in May 1974. Anne found immediate employment, and with her divorce finalized, she felt fortunate to have the means to support herself. All this time, Anne's thoughts of returning to high school and completing her education were ever present in her mind, despite the fact that she had completed beauty school and was gainfully employed.

In July 1974, Anne met a man who would later become her husband. What seemed to be the ideal situation for Anne turned out to be a different kind of nightmare. There was no battering this time, but there was tremendous verbal and emotional abuse. Anne's self-esteem plummeted and became practically non -existent, and her continuous thoughts of getting her GED were never acted upon. Anne wanted to complete her education but was powerless to do so. Without a driver's license and virtually no support, Anne's thoughts of completing her education were postponed once again.

Then due to a loss of family income, Anne was forced to go to work. While working a parttime job, Anne became determined to finish her education. Anne came to the Adult Center in the Spring of 1990. Unfortunately, this did not work out, and Anne was faced with possible defeat and failure one more time. However, Anne's need for her high school diploma increased as she faced yet another barrier - her husband's decision to abandon her and her three children. Anne knew that her future meant being the sole support of her family. With no high school diploma, Anne's employment possibilities were extremely limited.

A year later, Anne returned to the Adult Center. Her second marriage ended in divorce and with a renewed determination to make a secure future for herself and her three children, Anne began her course of study, which included attending three GED classes a week. During her GED classes, Anne assumed the role of class leader, and it did not take either her instructors or her classmates long to discover Anne's strong leadership abilities or to sense her courage and her determination. Anne was a constant source of inspiration, support, and encouragement.

Anne successfully completed GED testing in September 1991, and immediately enrolled in the Single Parent/Displaced Homemaker Re-Entry Program. With her self-esteem on the mend, Anne decided to enter Re-Entry with the hope of finding a positive direction and increasing her self-esteem. Anne found exactly what she was looking for and then some. Having earned her high school diploma and with a renewed affirmation of herself as a vital, productive human being, Anne is on her way to becoming a whole person: stronger, healthier, better educated, and focused in her life's goals and directions.

In January 1992, Anne entered the paralegal program at HAAC. This two year program will earn Anne an associate's degree. Anne will continue to work parttime while attending HAAC full time. This will be a mental and physical challenge for Anne, but with her positive attitude and outlook on life, Anne knows she can accomplish this goal. Her future is now secure and holds only promises of good things to come for both Anne and her children.

Name: Scott B. Barker
Address: 309 Long Lane
Lewistown, PA 17044
Phone: 248-1985
Future Goals/Ambitions:
To own and operate my automotive repair business and to further my education.

Studying for my GED is something I have wanted to do for a long time. I had been employed at a local car dealership as a mechanic but found myself laid off with no real direction in life and no guarantee of a speedy return to work. It was at this point in my life that I decided to study for my GED. I wanted my GED for my own self-satisfaction. My mom had been encouraging me to take this step, but that wasn't enough to motivate me to get my GED. I had to realize that I needed to do this myself. I also decided that getting GED would provide me with opportunities for further schooling and give me more options for a variety of jobs.

Attending the GED classes was tremendous help. The classes helped me to focus my studying. I gained a great deal of self-confidence and feel very prepared to take the GED test. I also had a great support form my friends and my family, especially my mom who encouraged me every step of the way. Between the help from the classes and the support from my family and friends, I definitely feel my self-esteem has increased, and I am looking forward to doing well on the GED test.

My future seems a lot brighter now. One goal I have seriously thought about is furthering education. I am not exactly sure where I want to go to school, but I know that more education for me is a definite possibility. My real dream, however, is to own and operate my own automotive repair business. I am confident that I will have my own business sometime in the near future. Because I will have my GED and because I feel so much better about myself and my abilities, the future holds much promise and life seems better and better every day.

Ed. note: Scott's mother is Marjorie Aguilar. Marjorie was the 1988 Pennsylvania State Adult Student of the Year.

Name: *Jerry H. Berry*
Address: *21 McClintic Avenue*
Lewistown, PA 17044
Phone: *248-9357*
Future Goals/Ambitions:
To go back to school for computer technician so that some day I may have my dream home (horse ranch).

The major reason I came to GED classes is because I would like to have a diploma. I was always a smart person in school, but I did a very stupid thing when I got out of a private school into a public school. I had too much freedom, and I turned into something I am ashamed to say.

Now my life has changed! I've cleaned up my act, and I want to go on to computer school and learn to fix them.

No matter what I do, there is one thing in life that I want more than anything else, and that is to be successful. Getting my GED will be that first step to success. I have always done pretty good in life, but now, good is not enough. I would like life to be better. I believe that I should try to improve myself, and all that I do. Then maybe I will have the things in life that I desire.

Name: *Kim Edwards*
Address: *206 N.Walnut Street*
Lewistown, PA 17044

Future Goals/Ambitions:
Uncertain at this point. However, presently, I am a student in the Pre-Vocational Clerical Skills class. I am exploring options for possible work in the clerical field.

In January of 1991 I came to the realization that there was something I had started and didn't finish: that was my high school education. At seventeen getting an education was not one of my top priorities. After quitting high school I had a series of low paying, unfulfilling jobs and saw myself getting no where. After moving from place to place I came to the conclusion that the only way to get a better job was to finish my high school education. In the back of my mind, I always wished I had finished high school!

What motivated me to obtain my GED was encouragement from my boyfriend and the need for self-esteem at a low point in my life. Studying for my GED has given me discipline and showed me that I can accomplish something when I really put forth an effort. The GED study books taught me many interesting facts that I didn't know before. They also refreshed my memory of subjects that I enjoyed in high school and will be able to use in the future.

As far as specific goals are concerned, I am still uncertain in the career path I would like to pursue, but I am now confident in my ability to do whatever I choose in selecting my career and meeting new challenges.

Name: *Donna M. Eversole*
Address: *108 Klondyke Drive*
Lewistown, PA 17044
Phone: *248-4742*
Future Goals/Ambitions:
I would like to take courses to prepare myself for the training I need to work as an assistant with the Head Start Program.

GED classes are important in helping with the preparation of the GED test. Attending the GED classes are important to me. My reasons for coming to the classes are as follows: I need everything I can learn first hand from the teachers and the work given in class. All the information given verbally by the teachers in a period of a class is a great help to me. This helps to make it easier to comprehend the subjects needed on the GED test itself.

My working for the GED has changed my direction of life by giving me a chance to do something I really have come to enjoy (although my first math class overwhelmed me to the state of tears). I have hung in there! That's good for me considering my past history of starting something and not finishing it. I just hope my test scores will be a passing ones.

I've set some goals for myself after the test. I would like to take Re-Entry to get an insight of what is available to me, and what I could possibly handle. I've always wanted to work with small children, perhaps in a day care center or a Head Start program.

My coming to GED classes, all the studying, all the information I have tried to grasp and keep in my mind will soon be put to the test by me in a few short weeks when I walk into that room to take the GED test.

Name: *Elsie M. Folk*
Address: *115 Klondyke Drive*
Lewistown, PA 17044
Phone: *242-2154*
Future Goals/Ambitions:
I want to get more education mainly computer classes and go into the Re- Entry program. Later I may decide on some Penn State courses.

I am going to GED classes to become a complete and better person. Working for my GED has changed the direction of my life. I now have a purpose in life. The goals I have for the future are to get more education.

I wanted to go to GED classes to fill in the part of my life that was missing. After I began to learn I found I liked the challenge it provided me. I want to get all of the knowledge being taught in these classes.

I feel I have a purpose in life. I always felt as if I was just going along with the flow. Now I find I am changing this pattern, and I'm not afraid to do things on my own.

I want to continue my education in the future. I would like to enroll in computer classes. I want to learn all I can about these magical machines.

Attending GED classes was a wonderful learning experience for me. I am finding out I needed to change directions in my life. I will do this by getting more education and having a better outlook on life and its problems.

Name: *Michael J. Goss*
Address: *RD 3, Box 332-1B*
Lewistown, PA 17044
Phone: *248-7526*
Future Goals/Ambitions:
My goal is to find a job and have a successful career.

I decided to get my GED because I had a lot of free time; I wanted to have a better chance at a job; I wanted to inspire my children to stay in high school and get their diplomas. Both my wife and my mother had been encouraging me to get my GED. My motivation was my family because I want my family to live in a nice home and environment. I'm concerned about what kind of environment my children live in. The reason I chose this particular time in my life is because I have a wife and three children that I want to give them the best things in life.

This opportunity has helped me because I got a job with the Adult Education and Job Training Center's Youth Work Crew. The job is wonderful because I am learning how to use a lot of different tools and machinery. Another thing about the job that I like is that it is outside and hard work. The work crew is also helping me to prepare for a full time job in today's economy.

My future goals are to keep my family together, to get a job that I could make a career of, and to support my family and give them the love and care they need. I want to give them the best that life has to offer.

Name: *Gilbert Hoover*
Address: *RD 1, Box 263*
Belleville, PA 17004
Phone: *935-2396*
Future Goals/Ambitions:
A part time job if need be or further my education.

Making the decision and attending GED classes has been quite an experience for me.

Being out of the classroom for thirty plus years gave me a lot of apprehension about starting classes. I made the decision to start classes because all the years since high school, I felt a part of my life was missing. I just never took the first step to do anything about it. With a push from my wife I signed up for classes.

The English classes have helped me in writing and speaking better English. The journal writing I had to do each week helped me in spelling and letter writing. I am sure the English classes will help in any job search I have to do, and with any I get.

The math classes have shown me how to use math in every day living, and how easy it can be. Taking an early retirement has given me the opportunity to try other kinds of work. Although there is no immediate need for a job, the GED classes will be a great help when that time comes. Making the decision and attending GED classes has been quite an experience for me, and one that I will never forget.

The help you get from the teachers is great, and the support you get from the other students gives you encouragement to go on. The GED classes have given me more confidence in myself and in what I can do.

Name: *Shawn Lee Karstetter*
Address: *208 N. Grand Street*
Lewistown, PA 17044
Phone: *242-4485*
Future Goals/Ambitions:
To get my GED then go on to nursing school. To live happy and have fun with my children and be the best parent I can be.

The decision for me to get my GED was to have my GED for me. So, when I go for a job, at least I might have some help getting a job. Also I wanted my GED before my children started school. That's why I got my GED, and that's what motivated me to do so.

This opportunity helped changed the direction in my life. This helped me to get ready to start new things in life. This has helped me feel better about myself and if I wanted something I can go for it and not worry about being scared.

My specific goals for the future are to pass my GED first. Then, I would like to go to nursing school when my children are in school. I hope to make enough money for my children and for me to be happy and have a good life.

Name: *Wayne Kratzer*
Address: *RD 6, Box 422J*
Lewistown, PA 17044
Phone: *248-2992*
Future Goals/Ambitions:
I hope to go on to further my education and eventually get a better job.

My reason for going to GED classes is the idea that you completed something important for yourself. The main reason I went to GED classes was to get a better job. An education helps you in your job to climb the ladder of success. Without an education you will most likely end up in a job you do not like. I wish I could have gone to GED classes sooner, and then maybe I could have been further ahead with a better job or in my own business. When you own your own business, you are aware of how the economy works, so I could see the bad times coming and then prepare for them.

There is another reason for going to GED classes: to show my son how important education is to everybody. My wife and I want him to succeed in school so he can get better grades and go on to college. Then he can get a job in which he can really be successful. That results in more job satisfaction. So to sum everything up if it all works out, I should get the job I want.

Name: *Anne M. Lyter*
Address: *707 W. 4th Street*
Lewistown, PA 17044
Phone: *248-4861*

Future Goals/Ambitions:
I'm continuing my education by attending Harrisburg Area Community College. I am enrolled in the legal assistant program with hopes of becoming a paralegal.

Returning to school for my GED is the first part or goal in my five year plan. I realize that statement probably sounds quite strange.

My life has taken a dramatic change. My husband left us (Jennifer, age 10, Sarah, age 6, and Billy, age 4) and myself last September. Divorce papers arrived October 10th (our 15 year anniversary).

This is not about my past but about my future. After several months of trying very hard to get my many emotions in order, I finally feel I'm moving forward. It has been a long winter but with spring arriving so did my new life.

I often refer to my new life. I know it must begin by furthering my education. Right now we have enough money to survive, but I want to live. I want to provide us with a better life.

I will get my GED not only for my own self-worth but for my children. I want them to know and see how important education is and how important they are to me.

When I can manage to purchase a car, furthering my education will become possible.

I very much want to go on to school. I don't exactly know what type of school but I hope with the guidance of the Adult Education Center I'll be able to choose one that makes my other goals possible.

My new life has begun. Education is my (our) future.

Name: *Carol L. Mackneer*
Address: *625 Highland Avenue*
Lewistown, PA 17044
Phone: *248-3428*
Future Goals/Ambitions:
In September, I would like to take the Pre-Vocational Clerical Class. My future goals include a possible career in the clerical field.

Going to GED classes is important to me for three reasons: a sense of accomplishment, my children, and a good job.

Attending the GED classes gives me a real sense of personal accomplishment. When I was younger, I didn't care. Things like a diploma did not matter. Now, it is different! Now I want to make something of myself. I want to become somebody.

Another reason for attending the classes is my children. I want to become someone they can be proud of. I'm sure they would be proud of me no matter what, but I want them to be very proud. I also want to set a good example so they can graduate.

The last reason for attending the classes is a good job. It takes a little piece of paper called a diploma to succeed in the work world. Some jobs even require a degree from college. I don't think I'll be going to college for a degree, but I am getting my high school diploma! Hopefully, that will get me into some other classes at the Adult Center so I can learn the skills, possibly in the clerical field, to have a successful career.

Attending the GED classes has given me a total sense of accomplishment, an opportunity for a good job, and the wonderful feeling of making my children proud.

Name: *Johnnie Miller*
Address: *RD 2, Box 175M*
Lewistown, PA 17044
Phone: *899-6991*
Future Goals/Ambitions:
To have a better retirement.

I wanted my GED at this particular time in my life because it seemed to be the right thing to do for a couple of reasons. First, I thought I had enough time to get my GED, and I thought this would be fun and educational. Secondly, I felt I needed to expand on knowledgeable information at this particular time. I also wanted to study for my GED to improve my self-worth and to better myself. I feel one should always try to improve no matter what the situation is. Getting my GED would also help get a newer and a better direction in my life. By taking my GED, I feel I can contribute something to the community.

Some specific goals attainable by taking my GED at this time could be better working conditions in the work place, which could eventually lead to a better retirement. Another goal for my future is a better understanding of my family and friends. All of the things I expect from taking the GED can make me a better, all around, informed citizen.

Name: Rhoda Miller
Address: RD 2, Box 175M
Lewistown, PA 17044
Phone: 899-6991
Future Goals/Ambitions:
To be the best I can be in whatever I may do.

I want my GED because education is more important today than ever before. Because of a lack of formal education, my career choices were very limited. One opportunity after another passed me by because I didn't have the knowledge or ability to qualify. I am sure it will give me a great sense of satisfaction and accomplishment to get my GED.

The competition in today's job market is very keen. It is a real handicap to have limited skills and try to compete for a good job that will do more than just barely put bread on the table.

Not having a good education made me feel as though I hadn't done my best. I felt handicapped and it was frustrating to know that I may have potential in a field that I was not even aware of or abilities I was not putting to use.

Getting my GED will give me a feeling of satisfaction in knowing that I have made a decision to change a situation that, up until now, I had just learned to accept.

At this particular point in my life, I have no specific plans and I don't know what I will do. I do know that if I should decide to continue my education in a specific field, I have at least taken the first step by getting my GED.

Name: *Tracy Lynn (Yeater) Rose*
Address: *43 McCoy Manor*
Lewistown, PA 17044
Phone: *242-3531*
Future Goals/Ambitions:
To work in a nursing home; to give my twins a good life, home, and all the love they need, and to have a happy life.

I wanted my GED for two reasons. The first reason is so I can give my twin boys a home and a better l life than what I had. My twin boys are the ones who have motivated me at this particular time to get my GED.

Getting my GED has changed the direction in my life because now I have more confidence and self-esteem. Yes, getting my GED has definitely helped to focus the direction I'm taking for my future.

Now I can follow my dreams and have the career I've always wanted: working in a nursing home with the elderly. I've always admired that job, and the work nurses' aides do in a nursing home. To me it takes a special kind of person to care for the elderly. Getting my GED has really helped me with that because now I can go to school and get my certification to be a nurse assistant.

Name: *Roberta L. Ross*
Address: *133 Logan Street*
Lewistown, PA 17044
Phone: *248-9977*

Future Goals/Ambitions:
I plan to further my education by taking the Pre-Vocational Clerical Class. Also I would like to go to South Hills, which I hope will lead to a good job in the future.

I have a lot of reasons for coming to GED classes. Some of the reasons are to be proud of myself and to better myself. I always looked down on myself for not finishing high school. A better self image is another reason. I really want to feel good about myself and feel more self confident. I never really gave my opinion when asked. I came to GED class to meet new people. I have made a lot of new friends that I hope to keep in touch with when school is over.

The best reason of all is to accomplish the goal I set for myself so many years ago. The specific goals in my future are to take more classes in typing and computers and maybe some day become a Notary Public.

Working for the GED has changed the direction of my life. It has given me more self-confidence and more independence and has made me more capable of getting a job. It has made me realize that I do have a future at forty-six years old.

Name: *Cindy Solt*
Address: *221 North Mann Avenue Ext.*
Yeagertown, PA 17099
Phone: *248-8064 or 248-7620*
Future Goals/Ambitions:
To be happy in whatever I choose to do and to make other people happy.

The reason I wanted my GED at this time in my life is because it's time to do something for me. I've raised two sons and a daughter, the youngest is now nineteen years old. I've been a housewife and a mother for twenty-seven years, which has been very rewarding. Now I have some time on my hands to do some things that I have been neglecting. Number one is my GED!

I have learned so much since starting GED classes four months ago. Not only have I learned math and English, I've learned a lot about life through the people I've met in class. I have made new friends through the other students and teachers. Speaking of teachers I could never say enough good things about them. They are great teachers and leaders. They are the most compassionate people I've ever met. Their patience astounds me.

I have no direct plans at this time as to what I'll be doing after I get my GED, but even if I never need it, I have it and that makes me feel fantastic.

Name: *Keith Sowers*
Address: *196 Sand Ridge Road*
Lewistown, PA 17044
Phone: *248-7342*
Future Goals/Ambitions:
To get a degree as an electronics technician and hopefully start my own business.

I think that I first decided to come to GED classes so my parents would be happy. I also decided to come so that I could find a better paying job and lead a better life. GED classes are going to help when I think along the line of trade school. I think, however, that the biggest reason for coming to GED classes was for myself. Personal satisfaction means a lot to me.

GED classes have changed the direction of my life in many ways. The first change is that it makes it possible for me to go on to technical school to become an electronics technician. Another big change was that the same good people who are helping me get my GED also found me work with the Youth Work Crew. The last change I can think of is that the GED will also help me to find better jobs in the future.

In my future I have few goals set. These goals are to first receive my GED, then find a job that pays enough to put me through school at DeVry. After I've completed courses at DeVry, I hope to find a better job or maybe open my own business or something that will support the wife that I hope to find within a few years.

Name: *Bonnie K. Swartz*
Address: *RD #1, Box 13*
Lewistown, PA 17044

Future Goals/Ambitions:
I hope to receive or get a job in computer or secretary work and provide for my family as well as possible.

There are advantages to going to GED classes and disadvantages to not wanting to go to the GED classes.

Some of the advantages of the GED classes are that they helped me get my diploma. The GED classes also helped me believe in myself. You are never too old to get a diploma.

Since I got my diploma I proved to my family and friends I can do something with my life. I also can get a good job and not have to rely on public assistance to help support my family. I also learned if I really try I can do almost anything if I believe in myself.

Some goals in my future are to get a good job. I want to become a secretary or do something in the line of computers. If I can't get something in one of those fields, I would like to become a nurse's aide.

For most jobs you have to have a high school diploma or GED education. Sure, there are some jobs that don't require these, but they are usually not the best of jobs.

Some disadvantages of not wanting to go to the GED classes and getting my diploma are I would not believe in myself and try to get a good job. I need a job so I can support my family and without the help of the GED classes I would not be getting anywhere. I would probably depend on welfare to help me and my family because I thought that was the best way before I turned my life around.

In conclusion there are advantages to going to GED classes and disadvantages of not going to the GED classes. It was up to me if I wanted to do something with my life or not, and I am glad I chose to do something with my life. I feel a lot better now than I did a few months ago.

Name: *Alvin L. Wagner*
Address: *RD 1, Box 2350*
McClure, PA 17841
Phone: *543-6425*
Future Goals/Ambitions:
To keep increasing my education to whatever height I may be able to reach.

A long journey starts with taking that first step. I started mine with GED classes when it felt almost impossible to do anything else. I could no longer get a job with the education that I had; it wasn't good enough to get a good job anymore. I worked as an autobody repairman for twenty-eight years and all of a sudden, overnight, I was too old and slow to make the company money. Companies want younger and faster people to make money for them.

Now, with being so close to taking my GED test I feel better about myself and what I've done in the past few months, and believe it will make a difference in my life forever. What I've accomplished will help me get a better job. When I went to fill out an application, the first thing asked was, "Do you have a high school diploma?" Now that I'll be getting my GED, all I have to do is prove that my age won't hinder my ability to work.

After completing my GED, I would like to go to computer school or maybe work for the Department of Forestry and Water. If not, maybe I can take a night course in construction engineering at a college.

I guess if we don't set our standards high enough when we start out in life, we just give up the idea of ever being able to accomplish what we start out to do. The longer we feel we haven't accomplished anything, the harder it is to get started again. By taking this GED course, I feel a big accomplishment has been achieved in my life.

Name: *Wanda Walters*
Address: *Box 118, RR 1*
McClure, PA 17841
Phone: *543-5589*
Future Goals/Ambitions:
I plan to go to LPN school. I am looking forward to a rewarding future in the nursing profession.

My reason for coming to the GED classes is working toward my high school diploma and accomplishing one of the most important goals of my life time.

Going to the GED classes has changed the direction of my life in many ways. It has given me a lot of self confidence. I have learned I can do anything if I want it and work hard for it. It also has given me a chance to meet and make new friends.

The main goal I have for my future is to go to nursing school to be an LPN. I have wanted to do this since I was a very young woman. I have already taken some steps to get started. I have my application in the LPN school at the Juniata-Mifflin Vo-Tech School in Lewistown. When I finish my GED classes and get my diploma, I will be more than ready to start my LPN classes. I am really looking forward to those classes and a rewarding future in the nursing profession.

Name: Brenda Wileman
Address: 731 S. Grand Street
Lewistown, PA 17044
Phone: 248-1551
Future Goals/Ambitions:
I am unsettled on my future goals at this time. However, one career I am interested in is cosmetology.

My main reasons for coming to the GED classes were to help me learn. Working for my GED has taught me I am not a failure. A specific goal in my life is to be a beautician.

Coming to the GED classes has made it easier for me to learn. If I didn't understand something, the teachers were always there to help. The classes brought so much back to me that I thought I had forgotten.

Working for my GED has taught me I am not a failure. It has taught me I can do anything in life I put my mind to, and it has given me a completely different outlook on life.

A specific goal in my life is to become a beautician. I want to pass my state boards and open up my own beauty salon. This is something I have always wanted to do.

My mind is set on passing the GED test. With coming to the classes and doing my homework, my self-esteem is up there pretty good. I know I can do it if I put my mind to it. In the near future I will be a beautician.

BRUSH-UP STUDENTS

Laurie Durst
Tammy Eckley
Nancy C. Henry
Sandra Miller
C. Michael Pierce
Daniel Royer
D. Angelina Weaver

Name: *Laurie Durst*
Address: *920 W. 4th Street*
Lewistown, PA 17044
Phone: *248-5080*
Future Goals/Ambitions:
Career in nursing (RN)

The idea of coming to brush-up classes seemed interesting to me. After being out of school for quite sometime I knew I should refresh my memory and pick up some things I may have missed in high school before I furthered my education.

Attending classes has made me feel confident to go on to college and be the very best I can be. All of my teachers have taught me new and interesting concepts and information that I am grateful to have learned. I feel as if I am more prepared and informed since I have attended the GED classes.

Now that I have more self-esteem I feel as if I can reach the goals I have set for myself. My goal is to become a Licensed Practical Nurse. This is my first obstacle. Eventually I want to be a registered nurse. I believe that if I take it one step at a time I will sooner or later make it to my ultimate goal.

Name: *Tammy Eckley*
Address: *RD #3, Box 239*
Lewistown, PA 17044
Phone: *543-5417*
Future Goals/Ambitions:
To get a good office job. I would like to become a good secretary.

For about a year I felt this void in my life. I wasn't really sure what this was until one day my daughter was bringing home her homework and I really couldn't help her. That's when I realized how important getting my education would be. I also wanted to feel better about myself. I sat down and started realizing how important my education would be for me and my children's future. That's when I knew I really wanted to come to GED classes.

Name: *Nancy C. Henry*
Address: *Box 257A*
Lewistown, PA 17044
Phone: *543-5799 or*
242-2819 (message)
Future Goals/Ambitions:
To take two years of college and to have a career in the field of my choice. Right now I'm brushing up in math. I am also going to be a volunteer tutor for adults who can't read.

I attended GED classes in 1987 and received my diploma in June of that year. Before I obtained my diploma I worked at Empire Kosher for 2 years. In September of 1986 I finally decided it was time to move on to better things. That's how I became a student at the Adult Education Center. My first job after receiving my GED was working as a nurse's aide. I had gone into this field thinking I might want to go on to further my education and training to become an LPN. I figured if I started at the bottom I'd get a feel for nursing. The sensation for nursing never came. I decided to move on after 6 months of nursing. Incidentally, before I received a diploma, I had tried to get a job at this same nursing home. They would not hire me. A week after I had my diploma, I was hired!

After nursing I stayed home and was a "domestic engineer," but I soon tired of that. I then came to Job Search at the Adult Education Center. I decided, at this point, I would like to teach. So the instructor helped me to get a job as a Residential Instructor with Skills. After 6 months, I decided this wasn't what I had in mind for teaching.

After this I attended Re-Entry. I did some brush-up in math, English and reading. Due to personal problems, I dropped out for a time, but now I'm back. I want to be a teacher in Early Education. I love music so I want this to be a part of my teaching. I would like to attend a 2 year college program in the future.

I've learned so much being a student at the Adult Education Center. If anybody asks what I have learned from my instructors, I can say "many things about the world around me, but above all, that I can reach any dream or goal I choose to." They teach with such compassion, but only I can take what they have taught me and achieve my dreams.

Name: *Sandra Miller*
Address: *PO Box 75*
Newton Hamilton, PA 17075
Phone: *814-542-8874 or 9884*
Future Goals/Ambitions:
South Hills Business School for 2 years. Accounting with computer. Get a job after school working with numbers.

Some reasons for taking brush-up classes and attending classes has helped to get me ready for the future. I am very interested in working with figures and the public.

When I went to enroll for classes at South Hills Business School, they suggested that I take brush-up classes before the entrance exam. Being out of school for 17 years, it really helped to refresh my memory in the basics of math and English. The classes really helped to prepare me for the South Hills test. By taking the classes I received a great score on my test.

I was accepted to attend the fall classes at South Hills. Being able to go back to school really makes me feel good about myself. It is going to help me to better myself and also my family. My children are very proud of their mother for going back to school. I will be in school for 2 years, and when I finish, I plan to work in the accounting field. Having a job in a field I will enjoy working in and having a degree in that field really helps me feel good about myself and my future.

The help I received from the brush-up classes has really helped to prepare me for the classes I will be attending at South Hills in the fall. Without the classes I would not be in practice of doing homework and studying. Being out of school you forget or get out of the habit of going to school and doing homework. I feel prepared, confident and ready to face the future.

Name: C. Michael Pierce
Address: 333 South Wayne Street
Lewistown, PA 17044
Phone: 248-5583
Future Goals/Ambitions:
As a brush up student I began classes hoping they would refresh and stimulate my mind. They have, and now I am looking forward to attending Penn State to achieve my degree in psychology or social work.

When you graduate from high school you begin to make a life for yourself that will enable you to become self sufficient right into your so called golden years. The unforseeable never crosses your mind, and this is exactly the path my life had taken. Twenty years down the road, from the day I graduated, the unforseeable struck and changed my life forever.

I had chosen a life in the field of construction and one day while I was working, my shoulder was injured. The doctors felt that they could repair the tear in the rotator cuff but realized, after two operations, they could only bring it back to fifty percent. At this point the insurance company referred me to Occupational Vocational Rehabilitation (OVR) because I would never be able to do the heavy lifting required of my job. Here I am twenty years older, believing my path in life had been set, and now people are asking me that age old question , "What do you want to be when you grow up?" It was hard enough making this decision at age eighteen and having to make it again was even tougher. So with the help of OVR and training taking of some tests offered by the state, I decided that I would further my education and attend college to obtain a degree.

This is where the decision was made to take brush-up classes to refresh my memory, to enhance my study skills and to help me adjust to the role of student. It has helped enormously. The staff at the Adult Education and Job Training Center is very helpful and considerate of one's needs. You may choose group study or, if needed, you may choose one-on-one study with a tutor. Whichever the case may be, if you find yourself in my position or just decide you would like to further your education, talk to someone about taking these brush-up classes. It can't hurt.

Name: *Daniel Royer*
Address: *RD 2, Box 484*
Belleville, PA 17004
Phone: *935-2188*
Future Goals/Ambitions:
To attend college and to graduate from college then find related employment in a larger city.

The reasons that I attended GED classes as a brush up student are varied. First and foremost, I will be attending college starting this fall and felt this could help me to pick up forgotten skills and ideas. The learning process tends to leave us when we're away from formal learning for awhile. The Brush-up classes helped me to re-acquire some of this process. Another reason is that you meet a variety of people in the classes, with the common goal of improving themselves. For different reasons people have chosen to improve themselves through learning, and learning is never wasted. We learn every day; we just don't realize it!

Being out of school for 18 years, one tends to forget a lot. So brushing up will help me to be on a level with the younger students who will be coming directly from high school. It has also improved my skills in math and English. Many of the things I'd forgotten, came back, and also I learned newer methods of doing math.

Specific goals that are in my future are going to college. I hope to get an Associate's Degree in Industrial Automation Technology. To graduate is certainly another goal of mine, and also to get a job in an industrial setting. Last, but not least, I plan to move to a larger city were there are more employment opportunities.

Name: D. Angelina Weaver
Address: 15 Open Hearth Manor
Lewistown, PA 17044
Phone: 242-2862
Future Goals/Ambitions:
I plan in the future to take a computer class and go to Penn State to learn computer science.

I am from the south of Brazil. I was born on a farm ten miles from a small town called Videvia. Videvia means "grape wine." The people from the town refer to it as the "Land of Wine" because many of the farms make wine. My father has a grape farm, and he produces his own wine. He also sells grapes to the local market.

I lived with my parents until I turned 17. After that, I went to live on my own, and that made me very independent. I held a full time job as a clerk in an office during the day, and at night, I went to school. On the weekends, I usually worked part time as a babysitter.

In November of 1980, I received my degree as a Technical Accountant. I was very happy and proud of myself.

After I finished school, I took a vacation from my job, and I went to visit a friend in Santos - Sao Paulo. I stayed there for a month. I had a wonderful vacation which usually included a trip to the beach every day.

I went back home and told my family that I was moving to Sao Paulo. I gave my boss my notice; and in April, 1988, I went to Santos. It was not easy to find a job, but finally after almost a month, I got a job in a real estate office. I was very happy, but I missed my family.

In January, 1988, I met Jonathan. He is a Merchant Marine. In July, 1990, we were married.

My husband was born in Mount Union, where his family still resides. Because of his job, we decided to move to America. My husband could not find anything comparable to his job in Brazil.

After we made this decision, we started the papers so I could enter the United States as a legal resident. In January, 1991, I received my papers. At that moment, I was happy and sad. I was happy because I always wanted to come to America, and I was sad because I had to leave my friends and my family behind. In February, 1991, I left Brazil. My husband waited for me in Philadelphia. I was very excited to be in America. From Philadelphia we took the train to Lewistown.

Since I didn't know how to speak English, I decided to take some classes at the Library and then at the Adult Education Center. It is very interesting to be in an American school. That is the best way to learn English and about a country's system and its history.

I am very grateful to my teachers for being so patient and trying very hard to help me. It is not easy because English is my second language. So, thanks to my first English and reading teachers in America.

STUDENT WRITINGS

Jeania Bulick
Donna Eversole
Elsie Folk
Brian Greenly
Nancy L. Henry
Wayne Kratzer
Anne Lyter
Carol Mackneer
C. Michael Pierce
Keith Sowers
Brenda Wileman

My Reasons for Going to GED Classes

My reasons for going to GED classes were to gain the knowledge and the ability to pass the test. The teachers are great and the classes aren't boring. They have proven to be quite enjoyable.

Working for my GED has brought back memories of my school days. You have a deadline on homework; you must make time for the work that's involved. It sometimes seems to throw off the routine at home, but it's all worth it.

I hope after I succeed in finishing this goal of mine of getting my GED (if I don't I'll be back and take classes again until I do finish), I can further my dreams and other goals in life. I hope by receiving my GED I will be able to get a good job or further my education whichever comes along first.

So by working hard and passing this test, I'm hoping I can succeed in starting and finishing further goals I set for myself.

-Jeania Bulick

Why I Want My GED

First of all let me start by saying I have several reasons why I want my GED.

In the past few years I've had numerous health and emotional problems. I've seen counselors at N/P Health Services for these conditions.

I'm doing quite well, considering what my conditions were whenever I started. They told me I had the tendency to change my life style to suit everyone but myself.

They gave me a chart that had three words on it: assertiveness, defensiveness and aggressiveness. They were able to help me to consider in what situations to use them.

The preparation for my GED test gives me a chance to put forth assertiveness to achieve what I can and be proud of it.

Another reason which is probably the main reason I want my GED is to try to make up for a big mistake I made back in 1965 by not graduating from high school. I dropped out of school, but at that time, I didn't realize there would come a time in my life I'd feel a void caused by that event.

I want a chance to feel the excitement I'm sure all graduates feel whenever receiving their diploma! I've attended quite a few graduations and I'm so full of emotion and pride for them I could burst.

I want to have the feeling of accomplishment in my life and to be able to share that moment with the most important person in my life which happens to be my daughter, Jodi. To see that broad smile on her face and the pride for her "mom" in her eyes is a feeling that words could not express! Getting my GED will finally be a way to convince myself that I am capable of achieving things important to me, regardless of what obstacles I might have.

-Donna Eversole

Why I Want My GED

I want my GED for several reasons but the main one is to feel whole. Ever since I quit school there has been something missing in my life. At first it was great to be out of school and free. I thought no more responsibilities; no more doing what someone else thought I should do.

After a couple of years of my so called freedom, the little part of me thought there should be something more than this. I married and my children started arriving and I thought this is it - my missing part. As the years went by I was fairly content. When my children were older and capable of taking charge of their lives, well, here comes the little thoughts of something is missing again. As each of my children finished school and when two of them stepped forward to receive the diploma, I was so happy and proud; but somewhere, deep inside, I was also a little sad in a special corner of my mind.

My children married, and the grandchildren came. At last, at last! This had to be it; all I ever needed! This feeling soon became matter of fact, too. Oh, I do dearly love them all. That isn't the reason.

One day after hearing about the GED and it's opportunities I thought, why not? I can't lose anything. All I can do is gain. The missing part of me is starting to fill in. I am becoming whole.

I feel so good about myself and this makes me a nicer person to others.

After all these years of taking care of everyone else I'm finally doing something and guess who for? Me!

-Elsie Folk

Three Items I would Put in a Time Capsule

The first and most important item would be my memories. These memories consist of pictures and homemade cards. The pictures represent my life. Each one can be looked at and suddenly, I am back in that era remembering, sometimes with happiness and other times with sorrow as I see the loved ones that have gone or the ones I still have with me. Either way I want to always be able to do this. The cards are ones my kids made when they were not able to buy them. These cards are more special to me than bought ones. They came from the heart. This is something money can't buy.

The next item would have to be my elephant collection. Not for its monetary value, but for the person who gave it to me or the event when it was given. I can also remember the places they were bought so I am able to look back on the times when we were on a vacation or just traveling with good friends. Being able to recall these events is important to me.

The third item I would take is my school journal. I have given this quite a lot of thought. Although this is my third choice, it is still very important. This journal contains my very personal thoughts and opinions. I have never written these down before and to know that not everyone can judge me from this makes it special for me. I have learned quite a lot from this as I re-read it from time to time. Sometimes I wonder if this was really me, daring to show my true colors. One other reason is because through this journal I have gained another very good friend. Someone who read it not to judge but to understand my reasons about what I wrote.

My items may all represent memories in different forms, but all of these belong exclusively to me. This is why each item would go into a time capsule, to be relished in future years to come.

-Elsie Folk

My Reason for Coming to GED Classes

My reason for coming to GED classes is to prepare myself for the GED test. I am not one of those people who can walk in off the street and take the test without some kind of preparation. I have been out of school now for about 5 years.

Working to get my GED has made me see the reason why I should have stayed in school. That way all of this would be done and over with about 3 years ago. In today's society you need your diploma or even in some cases a college or trade school degree. I am about to enter Gleim Technical Institute in Carlisle to learn how to operate heavy equipment . This will help to fulfill some of my goals in life.

One of my goals is to get through GTI and get a job for either the company that they own or another company in Pennsylvania. I want to work for a year or two and get some money in the bank. My girlfriend, Janie, and I plan to get married sometime right after I get through school. Then in a few more years we are planning to have a new house. Sometime in the future, we may even consider starting a business of our own. For now I just want to move in the right direction and have a really good life.

-Brian Greenly

Help Us All

As I stood in the April snowfall last night,
I looked up at you,
The wind was whipping you brilliantly.
There was just enough light to see your glowing stars and stripes.

In the silence of the moment I closed my eyes to my God
And prayed for all the men, women, and children,
Who believe in you and what you stand for.

Lord please! Bless us all.
Help us to come to an understanding what this nation's all about.

My Child

I've watched you grow, from a mere embryo.
To a strong intelligent being.

You moved within, each flutter, each tingle.
A kick. Letting me know of your life and your spirit.

I knew from your birth, the job, the heartache we'd face.
Your spirit so strong, your ways independent.

I gave you life! Now, I must stand back and give you that right.
To make your own way in this life.

Life's Task

No money, no clothes, a house where no love shows;
A life that is full of trouble and strife;
A child who knows no real family life.

Parents who seem like they just don't care.
Could it be they're a stressed out pair?

Years of working and struggling to make ends meet;
Fighting an economy that can't be beat.

Father, if you are there? Grant us the strength to complete
Whatever task you ask us to meet.

-Nancy L. Henry

Why I Want My GED

I feel that by taking my GED I will be making a great accomplishment. I hope to greatly improve my way of life. By taking my GED I hope to go on and further my education. I also feel that by taking my GED I may improve myself by being able to get a better job. I hope to prove to my son the importance of a good education. Maybe by doing this I can impress on him to go through school and get his diploma and then go on to college. I try to explain to him the importance of a high school diploma and the value of a college education. The way jobs are today, it helps to have a college education to get a better job to improve your way of life. I don't want him to make the same mistakes that I have made by quitting high school and not receiving my diploma. In the past I have had a good job, but it isn't always enough. Now that I'm laid off and don't know when or if I will be called back to work, I know that with everyone out of work it will be very hard to find another job. So these are some of the reasons why I think a GED is important.

-Wayne Kratzer

Inner Strength

What lies behind us and lies before us are tiny matters compared to what lies within us.

When I read this statement I am reminded of another I heard not long ago: Life is what happens as you sit making plans.

Life goes on! What has happened to me in my past, good and bad, is just that - in my past. There is nothing I can do now to change any of it. I have my plans and goals. At least a rough draft of plans has been made. I do what I can to reach in the right direction. Slow and careful steps are taken. I am realistic enough to know nothing is certain, but where would any of us be without plans?

As for what lies within me - my faith in God, my love for my children, and my mother - they are all extremely important.

Something new to me has been found. I feel more of an inner strength. I can honestly say I have respect and pride in myself. Inner strength is remarkable! I have always thought of myself as sensible and having good "common" sense but this feeling is quite different. It feels so good!

Although I suffer from a lack confidence with such things as English and math, I really do know I can make it. The lack of confidence, I believe, is a normal thing. The trick with this problem as most is not to let it get the best of you. Pull that faith and strength. I can make it - and I will.

-Anne Lyter

Re-Entry Into Life

He was my life for fifteen years. How was I to continue without him? What was I to do with my life? I was thirty-six years old and left to raise three young children alone. The divorce came as a surprise to everyone, especially to me. The man I thought I would spend my life with had decided marriage and fatherhood was not what he wanted anymore.

I truly thought my life depended on him. How wrong I was. After several months of feeling sorry for myself, I finally realized I could not continue to beat myself up inside. I had to learn to go on with my life. I became determined to make a secure future for myself and my three children. With no high school diploma, entering the GED program at the local Adult Education Center was my first step. I began my course of study, which included attending three GED classes a week. I received support and encouragement from the instructors and my classmates.

I successfully completed GED testing in September 1991. I immediately enrolled in the Single Parent/Displaced Homemaker Re-Entry Program. Our group consisted of a variety of women with many different situations. One young woman was a widow, several were currently married, yet others were not. Some women had good marriages, while some were in abusive relationships. There were women of all ages and descriptions yet all were looking for some type of help and direction. This mixture of minds made for great diversity in thoughts and reactions to the many subjects we discussed. Our instructor showed us that we are important individuals. I, like many of the others, had been care givers, not receivers, for many years. Our self-esteem and our individualism had vanished. Re-Entry gave it back. We were made aware of the many good qualities that we all have. We learned how to determine what we wanted and how to obtain our goals.

I had never given the self-help group theory much thought but this program has certainly worked for me. In just a few days the realization of my worth as a "real person" was made known to me. I had belonged to someone else other than to myself for such a long time that finding my inner strength was a remarkable treasure to discover.

The Re-Entry Program has restored my self-confidence and has given me the direction and motivation I desperately needed. I have learned how to deal with stress and challenge my fears head on. My self-esteem and assertiveness have developed. I can, with all honesty, say that for the first time in my life I am important to myself.

I have set obtainable goals for myself. With the new me intact, I enrolled in college within weeks of the GED testing. I know this part of my life would not have happened if this change had not taken place. From my determination I have been able to show my children a more positive outlook on their lives also. They now see their mother as an active, vital person. I stand as an example to them of what they can do when they set their mind to it. They realize how important my college education is to us all.

Because of my great belief and enthusiasm for the Re-Entry Program, I have been asked to speak on a local radio station program. I have tried to encourage other women to take the first step in discovering their importance.

I have become involved in the "Invest Wisely, Invest In Women" campaign. I have spoken personally with Senator Arlen Spector urging his support for State allocations for Displaced Homemakers Self-Sufficiency Assistance Act. The displaced homemaker program aids women in becoming self-sufficient. This relatively small investment makes for a large profit.

I was lost for a time but no more. I have found a wonderful, exciting new life. I am moving forward and upward. My road is not always smooth but I will succeed.

-Anne Lyter

A Special Joy

A special joy in my life is my children. Children are the most wonderful, special joy that almost everyone should experience.

The joy of having children is preceeded by the pain of having children but it's the most joyous pain any woman can endure. After the pain you get to enjoy the growth of your child: watching your child go from sweet and innocent to sweet and devilish and then to sweet and mature.

After the birth of your child you get the joy of watching the baby roll over for the first time, smile for the first time, say its first word, grow its first tooth, take its first step. The list is endless!

When you've gone past the point of the first step to the sweet and innocent, you get the joy of the sweet and devilish. You know that's when you get to teach them right from wrong. You get to chase them around the house and straighten up the little messes they make, put back the pots and pans they take out of your cupboard, pick up the toys they let lay around. The list is endless!

When you've gone past the sweet and devilish, you get the joy of sweet and mature. This is where you sit back and listen. Your child is a teenager or older. Your teaching job is done, and now you more or less just sit back, listen, and advise your child. They will come to you; you will listen and advise them and watch them make their decisions. Sometimes the decisions they make are not the kind that make a parent happy, but you are always proud of your child. I have not yet experienced the sweet and mature stage of my children. My oldest child is only 9 years old, but I know that I am and will always be very proud of all three of my baby girls.

-Carol Mackneer

Changes in Families that have been Caused by the Greater Number of Women in the Workforce

There are many changes within families caused by the greater number of women in the workforce, some which can be seen and some which cannot. I will try to make my views apparent on two of these. One will involve role reversal between married parents and the other will be about latchkey children.

Role reversal can have a major impact on the family structure. The father is now taking the part of the mother in that he will now be in charge of most household duties and she will be bring in the bacon - so to speak. This would involve quite a bit of understanding of both parties concerned. She could feel left out in the raising of their children since at one time, by some people, this was considered the only thing a woman could do. On the other hand he may be ridiculed by his male friends that he is taking the easy way out or could be referred to as a sissy. I believe that role reversal can be a good thing. The father is achieving a greater bond with his children which he would never experience if he were working, and mothers never lose because of the bond they share with their children from birth till mothers go back to work.

Latchkey children can involve two parent families or single parent families. A change in the family such as this will require trust and faith from both the working parents and the children. The parents must have enough faith in themselves that they raised their children right to trust the children to accept this major responsibility. The children on the other hand must remain children but have enough faith in themselves to be mature enough to cope with coming home from school and having no one to greet them. In the summer they could also have to be responsible enough to fend for themselves while their parents are working all day.

Women in the workforce have caused major changes in families over the years, and it is the responsibility of that individual family to decide if they can stand up to the challenge.

-C. Michael Pierce

The Crew

This program is so unreal
I can't say how it makes me feel.

It's helped me a lot in life;
About the only thing it hasn't done is gotten me a wife.

It got me on the work crew
Which is really something new.

It's helped me a lot for now.
I just wish I could stay longer somehow.

The main thing is I've met new friends and
I will remember them till the end.

-Keith Sowers

My Responsibilities as a GED Student

What are my responsibilities as a GED student? There are several responsibilities for me. One of the most important responsibilities is to give 110% of myself. Another important responsibility is to have a positive attitude. Other responsibilities include doing homework, coming to classes, and studying hard.

What are my responsibilities as a GED student? I must give 110% of myself to pass the course and my test. To do this I must have a positive attitude towards it. Homework is another important responsibility . In order to learn and remember I must do my homework. Coming to classes is also important. When you miss one class, it is very hard to get caught up. I really enjoy the classes. If I have any problems I know I can go to the teacher for help and not feel like a fool. Studying hard is important. I've learned to set up a time frame to study. It is much simpler for me to study at this time. When I study I try to start at the beginning and go to where we stopped.

All in all I feel really good about the GED classes. I feel it is the right time for me to come to class, pass my GED test, and go on with my education. I guess before when I came to the classes, I was doing it because that's what everybody wanted me to do. Now I am doing it for myself. It is what I want to do.

-Brenda Wileman

GED ALUMNI

SUCCESS STORIES

Marjorie Aguilar
Carol Blewett
Dorothy Bubb
Joann Davis
Lyle Davis
Teresa Smith Farleman
Marie Grose
Wilma Kauffman
Nancy Middaugh
Marcella Wyland

Who enjoys hearing about success stories? Stories about people who were having very difficult times and through taking initiative these people were able to overcome barriers.

I would like to share with you my story and inform you about the many opportunities that exist at the TIU Adult Education Center. My hopes are that through sharing my story I might motivate others to take steps toward reaching their highest potential - steps that turn into strides.

My whole life has taken a totally new direction since becoming involved with the programs at the TIU Adult Education Center.

I became involved in programs at the Center at a time whenever aspect of my life seemed to be falling apart. My marriage had ended, and I had just moved back to the area after living six years in Philadelphia and I was unemployed.

I had been hearing advertisements on the radio and decided that it would be a good time to work on my diploma. After a few days I made the phone call to the Center to inquire about the GED classes. My call was well received. At the time I was so worried that maybe the classes had already begun and I was too late, but I was told to come right over.

When I got there, I found everyone to be so very nice. I was pleased that there wasn't a lot of red tape I had to go through.

Classes began for me. I was finding a new beginning. I was out among people in a social setting and was quickly making new friends. My studies were taking my mind off my worries and my loneliness. I was now seeing more than the past and the present; a future was coming in sight.

I then got involved in other programs at the Center. I became involved with the Job Search and Re-Entry programs. Job Search helped me overcome my fears about going out looking for a job. I especially remember an assignment where I had to go interview employers. This was hard for me as I had a fear about trying to

get a job. I did this and it helped to alleviate my fears and to discover my potential.

Through the Re-Entry program I was able to be together with other single homemakers like myself. Here we were all able to relate to one another and the program helped us to overcome the obstacles that were holding us back.

Through all these programs I discovered I did have potential and that it was possible to find the way to continue with my education. I received my GED and attended Central Penn Business School for two years. I have been employed since 1989 at Skills Incorporated as the Personnel/Benefits Coordinator.

I do give myself credit for taking the initiative but also I will always look back to how wide open the door is at the Adult Center.

The biggest step is the initiative step. From there, there is support, friendship, and the beginning of a brighter future.

-Marjorie Aguilar

You are probably wondering what the Adult Center staff could do for you. Let me tell you what they did for me. I had been out of school for 16 years and thought I could never pass the test to get my GED. My sister and brother had taken their test and kept telling me I could pass mine. I wouldn't believe them and put off trying for a year and half. Finally my sister talked me into calling the Adult Center. When I made that call, it changed my life. When I passed the test, I was so thrilled and felt more confident about myself.

I had always worked in factories until I had my son but knew that I wanted something better. I was babysitting in my home with preschool children and decided I would like to work with children full time. I then applied at Head Start for a job and was accepted as an assistant teacher. One day after starting to work for Head Start, Margaret Moyer, the education coordinator, offered me a chance to attend Penn State classes in early childhood education. When I started the courses my instructor told me that I needed to improve my writing. I called the Adult Center and the suggestion was made that I sit in with the evening English class. The class helped me learn how to write better, using grammar and sentence structure. My writing skills have improved tremendously since then. I feel more confident about the writing I did for my Penn State classes and the writing I do for my job.

Because of the help and support I received from the staff at the Adult Center and Head Start, I started to change what I of thought myself. I no longer looked on myself as being stupid. With this new outlook, other people's perception of me changed. I was looked on with respect and people asked for my opinions and advice. I have also become a better mother to my son. I have more patience with him and can understand his growth and development better.

The changes I have told you about I could not have done alone. I needed help. Without the help from the staff at the Adult Center, my family and my co-workers, I would not have gotten my credentials for preschool teacher. I know that if I have a need for help with my education, I can go to the Adult Center and find the help. If the Adult Center could change my life, it can change yours!

-Carol Blewett

Are you in a rut and trying to find out who you really are? Do you have low self-esteem? Well, I did too. This is why I decided to take Re-Entry and Job Search. I already had my diploma, so this seemed like the right move to make.

I was going through a very bad marriage that left me emotionally drained. I found myself having to raise my children on my own. I never had much job experience, saying to myself, I'm only a homemaker.

Did you ever feel that way? Well, then Re-Entry is for you. It will show you how valuable your homemaker skills are and how to apply these skills to find the perfect job for you.

In Re-Entry you develop self-awareness and self-confidence. You also learn about assertiveness, coping with stress, setting goals, making decisions, managing your time, and communicating.

Re-Entry is more than a program - it is like an extension of your family. Everybody has similar problems and understands how you feel. Even after the program is over you know you can call anyone from the group and they will be there for you.

Another program which I was very fortunate to be in is Job Search. It is a program designed to help people find jobs. Job Search will train you to find these jobs, to meet the right people, and make new friends, who might have leads to find the job you have always been searching for.

As I said before I had very low self-esteem and I always thought I wasn't very smart, was middle age, and was too old to take classes. I found out that you are never too old to learn new things.

Taking Re-Entry and Job Search helped to build up my self-esteem and made me realize that it is never too late for anybody to start over and that you can do anything if you put your mind to it.

After I finished Re-Entry and Job Search I decided that I would like to take classes at Penn State. I passed with very good grades and have a certificate as a Child Care Specialist. I would be the first to admit that it's not easy taking classes during the day, coming home and taking care of your children, and staying up till 1 or 2 o'clock in the morning doing homework. But it sure is worth all the hard work! Don't let all the hard work discourage you; take it at your own pace. Who knows some day I may even go back to further my education to work with emotionally disturbed children or handicapped children or adults.

All I want to say to you is never give up. Don't let anybody tell you that you can't do it. You can and I am proof that it can be done. I was told different times that I would not make it, but there were more people out there saying you can do it.

If you want your GED or want back in the business world or want further schooling, go to the Adult Education Center. The people are great and are there to help you. They will also find the right classes for you. If you need extra help they will give you a tutor.

Never give up on your dreams or goals. They can come true!

-Dorothy Bubb

In 1969 I decided to get my GED for many reasons. One of these reasons was to further my education.

I wanted to be a nurse, but I had quit school in 11th grade. I knew I needed to receive a GED before I could return and go into nurse's training. After receiving my GED in 1969, I decided not to go for the training, fearing I was unable to pass the entrance exam.

Well, it took me 18 years to finally make the decision to get my LPN license. It was through the encouragement of the staff of the Adult Education and Job Training Center that I was able to feel good about myself and eventually reach my goal. I got the opportunity to go back to classes and refresh my study skills which was a terrific help to me in learning study skills and focusing my brain once again. After being out of school so long your brain forgets how to get working again.

I entered LPN School in March of 1986 and received my LPN license in April 1987. It was a wonderful feeling of accomplishment after waiting for so long. It was with the support and dedication of the teachers at the Adult Education Center that I was able to do this.

I love my job and I feel great. I just wish I would have done this back in 1969 when I first decided to get my GED.

-Joann Davis

I lost my job through a plant closing and I had been employed there for 40 some odd years. So, needless to say, I had a very difficult time in acquiring employment.

No one was interested in me due to my age and then not having a diploma was another strike against me. My wife had asked me to join her at the Adult Education Center to acquire a GED. But I refused. After all I did not need that at my age. Well, after that she had spoken to one of the GED instructors and with her encouragement and my wife's, I decided to go for it. By this time my wife had finished and had gone on to higher education. Now I had to do it alone, but I continued on with lots of encouragement and everybody telling me I could do it.

Well, I did finish and I received my GED and also found employment 2 months after that. It was great feeling of satisfaction after being out of work for 3 years.

-Lyle Davis

I have some questions for you to answer to yourself. Are you shy and afraid to speak out? Have you ever wanted to change your life? Do you want to learn more about yourself? If the answers are yes, well, I want you to know you can do something about all of this.

I was very shy and I had no idea what the outside world had to offer to me except being a homemaker. I never heard about the TIU Adult Education Center until one day I got a letter from the counselor at the Center. Job Search and Re-Entry classes were being formed. I was so interested in the classes that I even came in a week early. Job Search was very helpful to me in a lot of ways. I found skills I did not know I had. This class will help you get a job. It helps you to fill out applications and to write resumes, plus it will help you to find your skills and then find job titles that suit your skills. It is helpful to a parent alone with children and trying to make it on his or her own. It is also helpful even if you have a job and want to get a better job.

Re-Entry was very helpful to me because it gave me a totally new outlook on life. It teaches you about self-confidence and self-esteem. It helps you to look your best for interviews and every day use. The class helps you to feel good about yourself. Everyone at the Center makes you feel at home.

Before I finished Re-Entry the Adult Center secretary talked to me about getting involved with the new GED classes. I was feeling good about myself and I said, "Why not!" The GED classes helped me a lot because I did not finish school. And now that I was looking for a job, I needed more education. The classes helped me to brush up on what I had in school, plus I furthered my education.

When I finished GED classes I had a big surprise - I became the Adult Education Center Student of the Year. It was a great honor. Life is worth living now because I learned so much from these classes. If I can change my life, you can surely change yours. Now, I am ready for anything that comes my way.

-Teresa Smith Farleman

We are all advocates of the Adult Education Center. I am, too, because I was a high school dropout. I dropped out at a very young age to get married and have children. When you are at that age, you think you don't need a diploma to be mother or to be a housewife. Who needs an education to do cleaning and laundry? Well, I found out that when my children became older and entered school, they did need help with their homework. I thought, "Where's that going to let Mom when they get older and get into the higher grades? Who is going to help then?" So as the children learned through school, so did I. They all graduated from high school and two graduated from college.

I kept talking, through the years that I would like to get my diploma. One night my son came and said, "Mom, have you ever checked on the GED classes here in Lewistown?". Really I hadn't; I had never really heard of them. I said "What are they?" He told me what they were. Possibly one week later, I was reading the Lewistown Sentinel and what did I see? The ad for the GED - the "get your diploma ad." So, I called the Adult Center.

I thoroughly enjoyed the classes. I loved learning and it was a new experience for me. I also made new friends and some very great friends at the Adult Education Center. I graduated that June as an honor student. I was thrilled by graduating after being out of school for about 30 years, and then graduating as an honor student was the perfect highlight.

I had no real specifications for getting a job, but I wanted that diploma at the time for my own self-satisfaction. Because I felt a great need to get my diploma, I realized what a waste it had been that I hadn't done this before. I waited so long to get it!

Then one day I got a letter from the Adult Center about being interviewed for the Job Search course. Job Search is a very good help even if you already received your diploma. You are taught how to dress when you go for an interview,

how to behave, and many other job techniques. Job Search is a very helpful course. You learn to do resumes, fill out applications, and other things that you wouldn't otherwise know.

Then after Job Search, I set up an appointment for Re-Entry. So, I came to Re-Entry. I almost felt like a fixture at the Adult Center but I loved it! The Re-Entry teaches you to do your own soul searching and to really know what you want to do in life.

With my children all grown and gone, I needed something to fill in my life. Without Re-Entry, Job Search, and of course, without that diploma, I would have never been able to get into the computer program. So, I don't have any questions for you, but I have three answers for you: GED, Job Search, and Re-Entry.

-Marie Grose

I have never heard anyone say that they have no more to learn, or that they do not want to learn anything more. Most people want to gain more knowledge in some area.

An adult in today's world who does not have a high school diploma is going to be handicapped in dealing with the public workplace.

All of my years in elementary school I loved school and was disappointed when, as a teenager, I was not able to go to high school.

I not only enjoyed studying and learning but soon realized how important and broadening education was. I had decided that some day I would get my high school diploma.

Years passed, and low self-esteem and fear of failure were factors in my not doing anything about it. I did take several courses that offered college credit, but I could not get credit because I had not gotten my GED.

In January 1988 I saw another notice about Adult Education classes and I said to my husband, "This time I am going to call that telephone number and find out what I must do to get my GED." He decided to try to get his also. I called the Center and an appointment was set up for the two of us.

That was the beginning of a great experience for me. Going to classes was more exciting than I had expected, and though I had to work hard to get my homework finished on time it was worth it all. The help and encouragement I received from my counselor and the instructors were very important factors in my progress.

My husband did not take classes as long as I did. He had taken the pre-test and felt prepared for all subjects except algebra and geometry, so he had a tutor for algebra and geometry. I also took extra work with the tutor. This was very helpful. The staff members at the Adult Center will make every effort to meet your needs and schedule.

The thrill of receiving my GED is hard to explain. After accomplishing that I felt confident of trying other new things and setting some new goals. At this time my responsibilities do not permit going to college but I want to do some of that in the future.

There are so many interesting subjects to study. The more I learn, the more I realize just how much there is to learn. Many times we need help in knowing how to study the things we really want to learn. This is the purpose of education.

With all the opportunities before you, you can go beyond the place you are now. I use many things I learned in class, and they help me to understand and learn more in my experience and contacts in daily life. You, too, can experience an important change in your life.

Never forget: "This is the first day of the rest of your life." Make it count for your good.

-Wilma Kauffman

I wanted, for sometime, to further my education but never got right down to doing it. I wanted to get my education for several reasons. First, several of my friends went through the course as well as 2 of my sons. Second, I wanted to finish my education I missed out on as a teen. Third, in today's world if a person wants to succeed, he/she must have a complete education.

Because of these reasons I decided it was in my interest to try for my GED. The courses were interesting and some were tough but some how I got through, took my test, and passed.

My life was changed by coming to the Adult Center. I met new friends, and my family was delighted that I wanted to further my education. I thought I would be on my own but I was surprised when all my aunts, uncles, cousins and most of all my children supported me.

My goals are simple. I want to succeed in everything I decide to do. After all I have great backing.

I enjoyed the classes so much that when a writing course became available, I signed up and became part of the "Writing Wheel." We learned to write resumes, to fill out work applications, and to communicate using various techniques. When this class was over and the speaker's class was offered I again signed up to continue my education.

Getting my GED has changed my life a lot. It seems I can't get enough learning.

Some day I would like to work with the Stone Arch Players, and of course, take other programs at the Adult Center, especially future writing courses. I want to know all there is to know that might or will help me in the future. I like computers and would like to learn about them also.

If you or someone you know would like to finish your or his or her education, the Adult Center is the place to come.

-Nancy Middaugh

I come to GED classes to better myself; to get more of an education than I left school with. I quit at the end of my eighth year. That is something I have always regretted. I felt I was missing out on something. So after forty-five years, I decided to go back and get my diploma and be able to help my three children (ages 8 through 14) with their homework.

Since I have gone through the classes, I have more self esteem than I had before I started classes. I feel I can do more with my life now than before.

I can now do algebra. I couldn't do it before I started classes.

As for my goals today I am still trying to come to grips with myself and find the right thing for me to do.

When I started to classes I wanted to do bookkeeping or accounting. Now I think I will try for a paralegal. I am not sure what I want to do yet.

One thing I am very sure of is I am very thankful I stayed in class and received my diploma.

-Marcella Wyland

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